



RANI DURGAWATI UNIVERSITY

Saraswati Vihar, Pachpedi, Jabalpur,

Madhya Pradesh (INDIA) -482001



Department of PG Studies & Research in History

Syllabus of All Programme

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Department of PG Studies & Research in History
Rani Durgavati vishwavidyalaya
Jabalpur, M.P.



Learning Outcomes-based Curriculum Framework (LOCF)

For

B.A. History

Undergraduate programme

Four Years

Full Time Program



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PROGRAMME OBJECTIVES

- 1.1 To realize the past glory of our mother land.
- 1.2 To train the students to face the competitive examinations or choose the post graduate programme of their choice.
- 1.3 To train the students to acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.
- 1.4 The teachers expect the students that they can learn the following abilities at the time of their graduation-
 - 1- Critical Thinking.
 - 2- Self –directed learning.
 - 3- Ethics and Social Interaction.
 - 4- Participation in effective citizenship.
 - 5- Effective communication.
- 1.5 To teach the student how to use the valuable information for the betterment of society, that is the objectives of the programme.

PROGRAMME OUTCOMES

- 1.1 Students will acquire a thorough understanding in the fundamentals of historiography.
- 1.2 Students will be able to get political, social, religious, economic information about history.
- 1.3 By reading history, students can describe the past of any country or humans.
- 1.4 On graduating, the students will be eligible for employment in tourism, media, hospitality and other industries.
- 1.5 Students will learn to understand and evaluate different historical ideas, different arguments and viewpoints.

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PROGRAMME SPECIFIC OUTCOMES (PSOs)

1. Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.
2. Students of history will learn about the foundation, expansion and consolidation of the Sultanate of Delhi and also the causes of its downfall.
3. They will acquire knowledge towards the Turkey's invasion; the founding and expansion of the Mughal empire .
4. Chapters about Indian National Movement would rouse patriotic sentiments of the students and also make them aware of the greatness of Indian leaders and reformers like Mahatma Gandhi, Neta ji Subhash Chandra Bose, Swami Dayanand Saraswati, Swami Vivekanand and Raja Rammohan Roy.
5. They will get aware about what caused the Indian Nationalism.
6. They will also acquire knowledge about the freedom struggle and partition of India and aftermath.

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Class: **BA I**

Year: 2021

Subject: **History**

Course Code--**AK-HIST-IT**

Course Title--**Idea of Bharat**

Course Type (Core Course/Elective/Generic

Elective/Vocational.....) **Core Course**

Credit value—**06**

Course Objectives: The objectives of the course are-

1. The aims of this course is to provide basic knowledge of the ancient Indian history and culture.
2. To give a brief knowledge about Bharátvarsha.
3. Student can get the knowledge about the glory of Indian Literature like Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, _Puranas Etc.
4. To give a brief knowledge about Indian Educational System, Philosophy and Vasudhaiva Kutumbakam.
5. To give a brief knowledge about science and technology in ancient India.

Course Outcome-

1. Students will acquire knowledge about the primitive life in India at the dawn of human race.
2. They can gather knowledge about the society, culture, religion and political history of ancient India.
3. They will also acquire the knowledge of changing socio-cultural scenarios of India.
4. By studying this paper, students will get to know the golden past of India and feel proud of themselves.

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Unit-1

Concept of Bharatvarsha

I. Understanding of Bharátvarsha

II. Eternity of synonyms Bharat

III. Indian concept of time and space

IV. Indian View of History

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

Unit-II

Indian Knowledge Tradition. Art and Culture

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

II. Salient features of Indian Art & culture

III. Indian Educational System

IV. The Ethics of Indian Valor

Unit-III

Dharma. Philosophy and Vasudhaiva Kutumbakam

I. Indian Perception of Dharma and Darshan

II. The Concept of Vasudhaiva Kutumbakam : Man, Family, Society and World

III. Polity and Governance

IV. The Concept of Janpada & Gram Swarajya

Unit-IV

Science, Environment and Medical Science

I. Science and Technology in Ancient India

II. Environmental Conservation: Indian View

III, Health Consciousness of (Science of Life): Ayurveda. Yoga and Naturopathy

IV. Indian Numeral System and Mathematics

Unit-V

Indian Economic Traditions

I. Indian Economic thoughts

II. Concept of Land, Forest and Agriculture

III. Industry, Inland Trade and Commerce

IV. Maritime Trade

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Class: **BA I**

Year: 2021

Subject: **History**

Course Code--**AI-HIST-2T**

Course Title- **History of Ancient India (from Early To 1205 AD)**

Course Type (Core Course/Elective/Generic

Elective/Vocational.....) **Core Course**

Credit value—**06**

Total Marks-**100**

Course Objectives:

This paper covers comprehensively, the Indian history of Ancient period from Indus-Sarasvati civilization to the advent of Muslims. In addition to the polity, the students would learn about the socio-economic and cultural conditions of the period.

Course Outcome:

The students will learn to analyze the various stages of evolution and development of man in the Prehistoric, Proto Historic and Historic Age. To have an in depth knowledge about the ancient civilizations of India like Indus-Sarasvati Civilization, Vedic civilization, Later Vedic Civilization etc. and compare them with the other contemporary civilizations of the world. To explain in detail about golden past of India during the Mauryan and Gupta period, their conquests, art, architecture and literature, etc. They will be able to write meaningful essays on the brave and courageous Rajput clans and the South Indian dynasties of India.

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Unit-1

Prehistoric and Protohistoric Period

History-Meaning, Nature, Scope & Significance, sources of Ancient Indian History. Geographical Condition of Ancient India Prehistoric India : Stone Age - Palaeolithic, Mesolithic, Neolithic and; Chalcolithic Cultures. Protohistoric India - Indus/Saraswati Civilization-Origin, expansion & Decline. Economic, Social and Religious Life. Town Planning and different arts. The New centers of Harappan Civilization, Vedic Culture - Rig Vedic and Post Vedic Period - Political, Social, Economic and Religious Life.

Unit-II

Mauryan and Post Mauryan Period

Mahajanapadas and Republics in 6th cen. BC. Religious Revolution in North India - Jainism and Buddhism. Rise of Magadha Alexander's Invasion and Its Impact. Establishment of Mauryan Dynasty - Chandragupta Maurya and his Administration, Ashoka and his Dhamma. Mauryan Culture and Architecture. Decline of Mauryan empire. Shunga Dynasty-Pushya-mitra Shunga and his Achievements. Satvahana Dynasty- Gautamiputra Shatkarani and his Achievements. Period of Shaka-Kshatrapas. Kushana Dynasty - Kanishka and his Achievements. Gandhara and Mathura Art.

Unit-III

Gupta Period and Harshvardhan

Establishment of Gupta Dynasty - Chandragupta I, Samudragupta. Chandragupta II (Vikramaditya), Kumargupta and Skandgupta and their Achievements. Gupta Culture. Gupta Period Golden Age. Gupta-Vakataka Relations. Shakari Vikramaditya and his cultural achievements. Decline of Gupta empire. Huna Invasion and its impact. Pushyabhuti Dynasty Harshvardhan-Military Campaigns, Administration and Religious Achievements .

Unit-IV

Early Medieval Dynasties of Northern India Origin of The Rajputs : Different Theories. Major Rajput Dynasties Gurjer Pratihara Dynasty, Chandela Dynasty, Parmara Dynasty and Kalchuri Dynasty - History, Culture and Architecture. Bhoj and his cultural achievements Dynasty, Parmara Dynasty and Kalchuri Dynasty - History, Culture and Architecture. Bhoj and his cultural achievements

Unit V

South Indian Dynasties and Foreign Invasions on India. Major Dynasties of South Indian : Pallava Dynasty. Chalukya Dynasty, Rashtrakuta Dynasty and Chola Dynasty - History, Culture and Architecture. Greater India: Expansion of Indian Culture in South

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East Asia. Arab Invasion on India and its Impact: Mohammad Bin Qasim. Turk Invasions on India and their Impact: Mehmud Ghaznavi and Mohammad Ghori

Class: **BA II**

Year: 2021

Subject: **History**

Course Code-- **A2-HIST-1T**

Course Title- **History of Medieval India (From 1206 - 1739 AD)**

Course Type (Core Course/Elective/Generic

Elective/Vocational....,) **Core Course Major-1**

Credit value—**06**

Total Marks-**100**

Course Objectives:

In this paper the students would learn how the Indians faced the challenges of Islamic rule. They would also learn that how, by the works of Bhakti saints and Sufi saints, the Hindus and Muslims began to live as good neighbours with each other and how a composite Ganga-Jamuni culture emerged in India.

Course Outcome:

After studying this paper, the students will be able to:

- Present clear cut ideas about the consolidation of the Delhi Sultanate and contemporary Indian rulers. They will be able to give an analytical view of the various dynasties of the Delhi sultanate which dominated the political and cultural landscape of that period for a long time.

Debate and discuss on the reign of Akbar and the conflicts and struggles with the Rajputs and Marathas; the heroic sacrifices of Rani Durgavati, Rana Pratap and Chand Bibi. They will be able to explain with examples, the causes of India's fragmentation and try to learn a lesson from the past.

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Unit-1

Dynasty Mohammad Bin Tughlaq and Firozshah Tughlaq- their Achievements. Sultanate period sources and Administration
Sources of Medieval Indian History. Establishment and Consolidation of Delhi Sultanate Slave Dynasty- Qutubuddin Aibak, Iltutmish, Razia and Balban Khilji Dynasty: Jalaluddin and Alauddin Khilji- His Conquests, Administration and Reforms. The Mongol Invasion and its Impact. Tughlak Dynasty Mohammad Bin Tughlaq and Firozshah Tughlaq- their Achievements.

Unit-II

Rise of Regional Kingdoms and Mughal Invasion Vijaynagar and Bahmani Kingdoms: Harihar-Bukka and Raja Krishnadev Rai. Gouri Dynasty of Malwa: Dilawar Khan and Hoshangshah -Their Achievements. The Roll of Rana Kumbha and Rana Sanga in Medieval Period. Mughal Invasion: Babur and Humayun -Their Achievements. Shershah Suri - Achievements and Administration.

Unit-III

Consolidation of Mughal Empire and Regional Powers Akbar: Administrative and Cultural Achievements. Jahangir and Shahjahan: Their Achievements. Rise of Marathas: Shivaji's Conquests and Administration. Mughal-Rajput Relations with special Reference to Rana Pratap. Mughal-Sikh Relation. Mughal—Bundela Relation with special Reference to Chhatrasal Bundela. Mughal—Gond Relation with Special Reference to Rani Durgavati. Aurangzeb and the Decline of Mughal Empire. Aurangzeb's Religious and Deccan Policies. Invasion of Nadirshah and its Impacts.

Unit-IV

Society and Economy

Economic Condition in Sultanate Period - Agriculture, Industries and Trade. Social Life of Sultanate Period and Status of women. Mughal Administration, Land Revenue System, Mansabdari and Jagirdari System. Social Life in the Mughal Period, Status of women. Economic Condition in Mughal Period - Agriculture, Trade, Industry and Commerce. Development of Literature in Medieval Period.

Unit-V

Society and Economy

Economic Condition in Sultanate Period - Agriculture, Industries and Trade. Social Life of Sultanate Period and Status of women. Mughal Administration, Land Revenue System, Mansabdari and Jagirdari System. Social Life in the Mughal Period, Status of

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women. Economic Condition in Mughal Period - Agriculture, Trade, Industry and Commerce. Development of Literature in Medieval Period.

Class: **BA II**

Session: 2022-23

Subject: **History**

Course Code-- **A2-HIST-2T**

Course Title- **History of Modern India (From 1740 - 1947 AD)**

Course Type (Core Course/Elective/Generic

Elective/Vocational.....) **Core Course, Major-2/Minor/Elective**

Credit value—**06**

Total Marks-**100**

Course Objectives:

In this paper the students would learn about the foundation and consolidation of British rule in India. The resistance the Indians gave them. The socio-economic and constitutional developments under the British rule. The first war of independence would also be discussed.

On studying this paper the students would learn about the great sacrifices the freedom fighters made; from this they would be inspired to guard our freedom. Besides the above some emphasis would be made on the renaissance and constitutional development.

Course Outcome:

After studying this paper, the students will be able to:

- Understand in detail the colonial administration with all its salient features and the relations between the British and the Indian states. They will also learn

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about all the treaties that the kings of India were forced to make with the British.

- To have a clear view of the political condition and major events during the phase of the British rule in India. They will be able to answer queries related to the formation of Indian National Congress.

Prepare a short power point presentation of the Gandhian Era, highlighting the life and works of Gandhi. They will also be able to conduct a discussion on the role of women the Indian National Movement and write a short biography of the prominent leaders of country who made great sacrifices for the country.

Unit-I

Establishment of East India Company in India

Sources Modern Indian History. Advent of Europeans in India. Anglo French Conflict in Karnataka : Karnataka Wars - Causes, Events, and Consequences. Third Battle of Panipat-Causes, Events & Consequences. Establishment of East India Company in Bengal, Battle of Plassey and Buxar- Causes, Events & Consequences. Dual Government in Bengal.

Unit-II

Expansion of British Empire in India

Reforms of Warren Hastings. Reforms of Lord Cornwallis. Lord Wellesley and Subsidiary Alliances with Indian States. Ranjit Singh and his Achievements. Lord Hastings and British paramountcy, Reforms of Lord Hastings. Lord Dalhousie's Doctrine of Lapse, his Administration and Reforms. Lord William Bentinck and his Reforms.

Unit- III

First War of Independence (1857) Nature, Causes, Events, Results and Impact. Roll of Women in the Struggle - Laxmi Bai, Avanti Bai and Baija Bai. Communal Harmony in the Struggle of 1857. Causes of Failure of the Struggle.

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Indian Renaissance - Nature, Causes and Consequences. Socio-Religious Movements - Contribution of Raja Ram Mohan Rai, Ishwarchandra Vidyasagar, Dayanand Saraswati and Swami Vivekanand. Status of Women in British Period.

Unit- IV

Beginning of Crown Rule and Rise of Mass Nationalism in India
Queen Victoria's Proclamation. Internal Administration of Lord Lytton and Ripon. Leading Factors of the Rise of Nationalism. Political Association and the Indian National Congress. Moderates, Partition of Bengal and Swadeshi Movement. Surat Split and Extremists. Revolutionary Movement in India. Home Rule Movement. Lucknow Pact. Rowlatt Act. Jallianwala Bagh Massacre
Khilafat Movement. I

Unit-V

Gandhi Era an Indian Independence
Non Cooperation Movement, Swaraj Party, Simon Commission, Lahore Congress. Civil Disobedience Movement Round Table Conferences. Role of Revolutionarists in National Movement- Ras Bihri Bose, Ram prasad Bismil, Bhagat Singh and Chandrashekhar Azad, Quit India Movement. Cripps Mission, Simla Conference, Cabinet Mission, Subhas chandra Bose and Indian National Army, Communal Politics and the Partition of India, Indian Independence Act. 1947.

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Class: **BA III**

Subject: **History**

Course Title- **History India (From 1740 to 1857 A.D)**

Paper- I

Course Objectives:

In this paper the students would learn about the foundation and consolidation of British rule in India. The resistance the Indians gave them. The socio-economic and constitutional developments under the British rule. The first war of independence would also be discussed.

Course Outcome:

Understand in detail the colonial administration with all its salient features and the relations between the British and the Indian states. They will also learn about all the treaties that the kings of India were forced to make with the British.

In this paper the students would learn about the role of popular women like Laxmi Bai, Awanti Bai and Jhalkari Bai in freedom struggle.

Unit-1

Political trends in the mid 18th century, Anglo- French conflict in Karnataka, third battle of Panipat. Establishment of East India company in India. Battle of Plassey and Buxar, Diwani of Bengal, Bihar and Orissa, dual government.

Unit-II

Growth of colonial administration- Warren Hastings and Lord Cornwallis, Regulating Act. Pitt's India Act. Anglo- Maratha relations, Anglo- Mysore relation, Wellesley and the subsidiary alliances.

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Unit-III

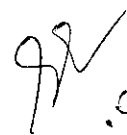
Maharaja Ranjit Singh and Anglo- Sikh relations, Lord Hastings and British Paramountcy, downfall of Marathas, Anglo- Burmese Relation. Anglo- Afghan relation, Lord Dalhousie and the Doctrine of Lapse, his Administration and Reforms, First Freedom Movement of 1857-Cause, Nature and results. Role of women in freedom struggle- Laxmi bai, Awanti bai, Jhalkari bai.

Unit-IV

Indian Renaissance, Socio-Religious Movements- Raja Rammohan rai and Brhama Samaj, Lord William Bentinck, Status of Women, Growth of Western Education, Modernization of India, Conspiracy of lord Macaulay, The theory of filtration.

Unit-V

British Land Revenue Settlement- Permanent Settlement. Ryatwari and Mahalwari system, condition of Peasants, Rural Indebtedness, commercialization of Agriculture, drain of wealth, Decline of cottage industries.


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Class: **BA III**

Subject: **History**

Course Title- **History India (From 1858 to 1950 A.D)**

Paper- II

Course Objectives:

In this paper the students can get the knowledge about the constitutional development, internal administration of Lord Lytton and Lord Ripon.

Student can get the knowledge of Gandhian Era, they will also be able to know about the movements started by Gandhiji.

Course Outcome:

Students will be able to analyze the process of rise modern India, works of social reformers and freedom fighters. Student will be able get the knowledge how Indians got freedom.

Unit-I

Queen Victoria's Proclamation, Act of 1858. Indian Council Act 1861, Internal Administration of Lord Lytton and Ripon, Political Associations and the Indian National Congress, Indian Council Act of 1892.

Unit-II

Lord Curzon and the partition of Bengal, Swadeshi movement, moderates, extremists and revolutionaries. Government Act of India-1909, Peasant and tribal movements, Home Rule movement, Lucknow Pact, Rowlat Act. Jallianwala Bagh massacre, Government of India Act 1919 and Diarchy.

Unit-III

Gandhian Era, Khilafat and Non Cooperation Movement. swarajists. Simon Commission, Lahore Congress. Civil Disobedience movement, Round Table

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Conferences. Government of India Act 1935 and Provincial Autonomy. Quit India movement.

Unit-IV

Cripps Mission, Simla Conference, Cabinet Mission. Subhas Chandra Bose and the INA, Communal politics and the partition of India, Indian Independence Act 1947. Integration of Indian princely states. Main features of the Indian Constitution.

Unit-V

Indian agriculture, British famine policy, nature of colonial economy, British Fiscal Policy and India's economic exploitation, rise of modern industry, expansion of trade and Commerce, Socio-religious movements-Satya Shodhak samaj, Arya samaj, Ramkrishna Mission, Theosophical Society, Muslim reform movements. Upliftment of women, development of education, growth of Indian Press.

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**Department of PG Studies & Research in
History
Rani Durgavati Vishwavidyalaya,
Jabalpur, M.P.**

**Learning Outcomes-based Curriculum Framework (LOCF)
For**

Master of Arts (History)

Two Years

Full Time Program




As per Choice Based Credit System (CBCS)

(Revised syllabus with effect from academic session 2020-21 onwards)

AboutTheDepartment of History

Our department is well equipped for classroom and online teaching. It has two fairly good sized lecture halls and a good seminar room. At all places there are adequate ceiling fans to combat the heat; and lights, in case it gets too cloudy, that reading visibility is affected. There is proper place for students to park their vehicles. The students have adequate bus facilities. There is one full time and three guest faculty staff who work hard to see that classes are held regularly. The teachers go to class after doing all their homework (lecture preparations). There is one clerk and one peon and the full staff works in much unison, so that the students get a good atmosphere\here. The environment is much conducive to studies. The departmental library has enough number of books which the students consult in the daytime. The output of the department can be gauged from the fact that in the 2018 MPPSC assistant professors exam, there were twelve successful students who had studied at some stage here. A fewer have also qualified for the subordinate civil services. The teachers stay connected with the students through phones, emails and what's app.


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Vision of the Department

The History Department seeks to build in its students transferable skills, employability and intellectual curiosity, along with raising public awareness about the past and its legacies, through teaching, research and service activities conducted locally, statewide, regionally, nationally, and internationally. We believe that only a critical understanding of the past will enable the students to understand the present and help them look towards the future.

Mission-

The History Department prepares students for a wide range of careers by teaching a core set of transferable skills through the study of societies, cultures, and economies across a broad chronological and geographical spectrum.

Programmes/Courses offered


Post Graduate:

Master of Arts in History (M.A.)- 2 years fulltime program with an intake of 50 students.

Ph.D in History

Certificate Course:

6 Months Certificate Course in Gandhian Philosophy


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Department of Post Graduate Studies & Research in History
Rani Durgawati Vishwavidyalaya, Jabalpur
M.A. History (Under CBCS)

1. PROGRAMME OBJECTIVES

- 1.1. To acquaint students with the past and present of India and the World.
- 1.2. Impart a critical understanding of Indian society, economy, polity, and culture through a historical perspective.
- 1.3. To prepare students for a wide range of careers.
- 1.4. To stimulate intellectual curiosity and research attitude in the students.
- 1.5. To acquaint the students with various Indian and foreign traditions of history writing.
- 1.6. Preparing him/her for National level Competitive examination.
- 1.7. Making research oriented mind and approach.

2. PROGRAMME OUTCOMES

Upon completion of Master of Arts (History) Students should be able to-

- 2.1. Identify and define basic terms and concepts which are needed for advanced course in History.
- 2.2. Independent judgment, intercultural and regional sensitivity, global and national perspectives to solve problems concerning humanity.
- 2.3. Integrate knowledge of Indian and 20th Century Modern World.
- 2.4. Develop, interviewing and ICT and other positive skills by sincerely participating in all the academic and co-curricular activities of the department.
- 2.5. Capacity to explain how and why important events happen.
- 2.6. A clear understanding of evidence collected from historical sources.
- 2.7. Awareness of current historical debates.

3. PROGRAMME SPECIFIC OUTCOMES (PSOs)

- 3.1. The program has some very important papers like women in India which would make the students positively gender sensitive.
- 3.2. There is paper on tourism which gives basic idea about major important heritage there would be widening of the students vision.
- 3.3. Chapters about Indian National Movement would surely rouse patriotic sentiments of the students and also make them aware of the greatness of Indian leaders and reformers like Mahatma Gandhi, Netaji Subhash Chandra Bose, Swami Dayanand Saraswati, Swami Vivekananda and Raja Rammohan Roy.

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Library facility available to students

There is a departmental library whose books cover about 90% of the prescribed syllabus. The students can study here during the working hours of the department. Many studious students are actually making a good use of the departmental library. Some very expensive reference books on history are housed in the Pt. Dwarka Prasad Central Library of RDVV. They make use of this central library which is hardly a furlong away from the department. Since everything is close vicinity, students often consult the faculty about the points which they find hard to understand from some library books.

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RANI DURGA VATI VISHWA VIDYALAYA, JABALPUR
SYLLABUS PRESCRIBED FOR THE EXAMINATION FOR THE
DEGREE OF MASTER OF ARTS IN HISTORY
UNDER CHOICE BASED CREDIT SYSTEM
(In Accordance with University Ordinance No – 222) AND LEARNING
OUTCOME BASED CURRICULUM FRAMEWORK
M.A. FIRST SEMESTER HISTORY
PAPER – I
HSC – 101 Historiography, Concept, Method and Tools
60+40=100 MARKS **4.5 CREDITS**

Course Objectives: The objectives of the course are

1.	Students get well versed in the art of historiography.
2.	They can get the knowledge of various historical writers.
3.	Students can know well, what modern history writing is.

Course Outcomes:

1.	The whole study of this paper would provide the student, a strong command over the discipline history, would lay a firm foundation for doing research in future and make his writings more mature and objective.
2.	Students would be able to get the knowledge to modern aspects of history writing.
3.	They would get skilled in writing Indian and Western History.

Unit-I

Meaning Nature and Scope of History, Collection and Selection of Data, Evidence and its Transmission, Causation, Historicism

इतिहास का अर्थ, स्वरूप एवं क्षेत्र विस्तार, आंकड़ों का संग्रहण और चुनाव, साक्ष्य एवं उनका प्रेषण, कारणत्व, इतिहासवाद

Unit-II

History and other disciplines, Archaeology, Geography, Anthropology, Natural and Applied Sciences, Literature.

इतिहास एवं अन्य विषय, पुरातत्व, भूगोल, नृतत्वशास्त्र, प्राकृतिक एवं व्यावहारिक विज्ञान, साहित्य

Unit-III

Traditions in Historical Writings, Greco-Roman Tradition, Chinese tradition, Ancient Indian tradition of Historiography, Ban Bhatt and Kalhan

इतिहास लेखन की परम्पराएँ, ग्रीको-रोमन परंपरा, चीनी परंपरा, इतिहास लेखन की प्राचीन भारतीय परंपरा, बाणभट्ट एवं कल्हण

Unit-IV

Mediaeval Indian Historiography, Problems of Historiography in Mediaeval India, Historiography of Minaj Uj Siraj, Ziauddin Barni and Abdul Kadir Badayuni

मध्यकालीन भारतीय इतिहास लेखन, मध्यकालीन भारतीय इतिहास लेखन की समस्याएँ; मिन्हाज उस सिराज, जियाउद्दीन बरनी तथा अब्दुल कादिर बदायुनी का इतिहास लेखन

Unit-V

Modern trends of Historiography, Positivist, Whig, Marxist and Annals (French).

आधुनिक इतिहास लेखन की प्रवृत्तियाँ, प्रत्यक्षवादी, व्हिग, मार्क्सवादी एवं एनाल्स (फ्रेंच)

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PAPER –II
HSC–102- Indian History (1757-1857 AD)

60+40= 100 MARKS

4. 5 CREDITS

Course Objectives: The course enables the students

1.	To know the sources of Modern Indian History.
2.	They can get the knowledge of economic, political and social situation.

Course Outcomes:

1.	On learning the views of different schools of thought on history, the students may make their own appreciation for the good points for all of them.
2.	The students will also learn how India was functioning viably at the time of British advent. Then how the British took advantage of the disunity among us and gradually nibbled whole of India. However the students would also know about polity, constitutional development and the diplomacy, the British gave to us Indians

Unit- I

Sources of Modern Indian History, Archival Records, Private Papers, News Papers, Periodicals, and Oral Traditions, Different Schools of Thought

आधुनिक भारतीय इतिहास के स्रोत ,अभिलेखागारीय सामग्री ,समाचारपत्र ,पत्रिकाएँ ,मौखिक परम्परा ,विभिन्न वैचारिक मत

Unit-II

India in the mid-18th century, Polity, Economy, Society and Culture, Expansion and Consolidation of the British Empire, Establishment of the British Supremacy in Bengal

अठारहवीं सदी के मध्य का भारत ,राजनय, आर्थिक स्थिति , समाज एवं संस्कृति , ब्रिटिश साम्राज्य का विस्तार एवं सुदृढीकरण,बंगाल में ब्रिटिश सर्वोच्चता की स्थापना

Unit-III

Wars as instrument of expansion, Anglo Maratha Wars, Anglo Mysore Wars, Annexation of Sindh, Anglo Sikh Wars
विस्तार के साधन के रूप में युद्ध ,आंग्ल मराठा युद्ध ,आंग्ल मैसूर युद्ध, सिंध का अधिनहन, आंग्ल सिख युद्ध

Unit-IV


Expansion by Diplomacy, Subsidiary Alliance System, Doctrine of Lapse, Colonial Construction of India, Administrative Structure, Constitutional Development, Regulating Act, Pitts India Act.

कूटनीति द्वारा विस्तार ,सहायक सन्धि, व्यपगत का सिद्धांत (हड़पनीति), भारत का औपनिवेशिक निर्माण ,प्रशासनिक संरचना ,संवैधानिक विकास , रेगुलेटिंग एक्ट ,पिट्स इंडिया एक्ट

Unit-V

Judicial and Administrative Reforms of Warren Hastings, Cornwallis, William Bentink and Dalhousie.

वारेन हेस्टिंग्स ,कॉर्नवॉलिस ,विलियम बेंटिंक तथा डलहौजी के न्यायिक और प्रशासनिक सुधार


27.01.2023

PAPER –III
HSC- 103 TWENTIETH CENTURY WORLD

60+40= 100 MARKS

4.5 CREDITS

Course Objectives:

1.	Students can understand the theory of colonics.
2.	They would be able to know about the ideologies of socialism and capitalism.
3.	They can explain the economic condition of the world; Nazism and Fascism between the two world wars.

Course Outcomes:

1.	From this paper the students would get aware of liberalism and democracy.
2.	They will also understand how the people of the world fought against dictatorship, imperialism and exploitation, liberated and strengthened their nations.
3.	They can get the knowledge of causes and result of first and second world wars.

Unit-I

Legacy of the 19th century, Growth of Capitalism into Imperialism, Liberalism and Liberal Thinkers, Merits and Demerits of Liberalism

१९वीं सदी की विरासत, पूँजीवाद का साम्राज्यवाद में विकास, उदारवाद एवं उदारवादी विचारक, उदारवाद के गुण-दोष

Unit-II

Socialism, Meaning of Socialism, Marxism, Life and Works of Karl Marx, Dialectic Process, Historical Materialism, Schools of Socialism, Fabianism, Guild Socialism and Syndicalism

समाजवाद, समाजवाद का अर्थ, मार्क्सवाद, कार्ल मार्क्स का जीवन एवं कार्य, द्वन्द्ववात्मक प्रक्रिया, ऐतिहासिक भौतिकवाद, समाजवाद के विभिन्न मत अवसरवाद (फैबियनिस्म), श्रेणीसमाजवाद (गिल्डसोशलिज्म), श्रमसंघवाद (सिंडिकलिस्म)

Unit-III

World Order up to 1919, Origins and Nature of the World War I, Paris Peace Settlement and its long term effects, The Great October Socialist Revolution of 1917 in Russia; Establishment of a Soviet State, its Economic and Political Aspects, its World Wide effects and the reaction of West.

१९१९ तक विश्वव्यवस्था, प्रथम विश्व युद्ध के कारण एवं उसका स्वरूप, पेरिस शांति समझौता एवं उसके दूरगामी परिणाम, रूस की महान अक्टूबर समाजवादी क्रांति १९१७;

सोवियतराज्यकीस्थापनाएवंउसकेराजनैतिक,आर्थिकआयाम,विश्वव्यापीप्रभावएवंपश्चिमकीप्रतिक्रिया

Unit-IV

World between the two wars; Working of the League of Nations, Collective Security; Crisis in Capitalism, the Great Depression of 1929-31; Ideologies of Nazism and Fascism

दो युद्धों के मध्य विश्व; राष्ट्र संघ के कार्य, सामुहिक सुरक्षा; पूँजीवाद में समस्या, १९२९-१९३१की महान आर्थिक मंदी; नाजीवाद एवं पूँजीवाद की विचारधाराएँ

Unit-V

Origins, Nature and Results of the World War I and the establishment of New World Order; National Liberation Movements in Colonial Countries and Decolonization, Communist Revolution in China 1949 and its impact on world politics.

द्वितीय विश्व युद्ध के कारण, उसका स्वरूप, परिणाम एवं नवीन विश्व व्यवस्था; औपनिवेशिक देशों में स्वतंत्रता संघर्ष एवं विउपनिवेशीकरण; १९३९ की चीन की साम्यवादी क्रांति एवं विश्व राजनीति पर उसका प्रभाव

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PAPER –IV
HSC-104WORLD HISTORY(18TH AND 19TH CENTURIES)

60+40= 100 Marks

4.5 CREDITS

Course Objectives:

1.	Students would be able to have a scientific vision of world.
2.	They would get the knowledge of modern world industrialization.
3.	Students would study the economic and social conditions of Europe

Course Outcomes:

1.	On studying this paper the students will come to know how Europeans began to relinquish blind faith in religion and started thinking and acting reasonably and scientifically. Later how the findings of renaissance led to inventions of machines that caused industrial revolution. Then the ideas of revolutionary France, which are a beacon light to the oppressed classes of the world to date. Then they will learn lessons from the study of rise and fall of Napoleon. Also how the world powers began to sit on meeting tables and solve their differences, instead of using sword. The students will come to know the growth and the good values of democracy.
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Unit-I

The Emergence of the Scientific View of the World, Age of Enlightenment and Analysis, Scientific and Agricultural Revolution in Europe

वैज्ञानिकविश्व दृष्टिकोण का प्रादुर्भाव, प्रबुद्धता और विश्लेषण का युग, यूरोप में वैज्ञानिक और कृषि क्रांति

Unit-II

Industrial Revolution, Industrial Revolution in England and its expansion in Europe, Impact of Industrial Revolution and the rise of new social classes; The American War of Independence causes and results.

औद्योगिक क्रांति, इंग्लैंड में औद्योगिक क्रांति तथा यूरोप में उसका विस्तार, औद्योगिक क्रांति का प्रभाव तथा नवीन सामाजिक वर्गों का उदय; अमेरिकी स्वतंत्रता संग्राम-कारण और परिणाम

Unit-III

The French Revolution of 1789, Its Causes including the role philosophers viz. Montesquieu, Voltaire, Diderot, Events and the developments of the French Revolution, National Constituent Assembly, National Legislative Assembly, Rule of Directory, Impact of the French Revolution

फ्रांस की राज्य क्रांति 1789, कारण, क्रांति में दार्शनिकों की भूमिका, मॉण्टेस्क्यू, वोल्टेयर, रूसो, दिदरो, फ्रांसिसी क्रांति की घटनाएँ एवं विकास,

राष्ट्रीय सभा, व्यवस्थापिका सभा, राष्ट्रीय सम्मलेन, डायरेक्टरी का शासन, फ्रांस की राज्य क्रांति का प्रभाव

Unit-IV

Age of Napoleon, Rise and Fall of Napoleon, The Congress of Vienna, Age of Metternich, Concert of Europe and The Holy Alliance

नेपोलियन का युग, उत्थान एवं पतन, विना की कांग्रेस; मेटर्निख का युग, यूरोप की संयुक्त व्यवस्था, पवित्र मैत्री संघ

Unit-V

The Growth of Liberalism and Democracy in Western Europe 1815-1914

पश्चिमी यूरोप में उदारवाद तथा लोकतंत्र का विकास 1815-1914

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M.A. SECOND SEMESTER HISTORY
PAPER – I
HSC - 201HISTORIOGRAPHY, CONCEPT, METHOD AND TOOLS

60+40= 100 MARKS

4.5 CREDITS

Course Objectives:

1.	Students would be able to know the writing skills of theological, nationalist Marxist, subaltern, modern and postmodern historians and their approaches.
2.	Students would know about debate theory of history, such as 'is history a science or art or both', 'balance-sheet debate related to British rule in India' etc.
3.	They can know about cyclical and sociological theory of historical research.

Course Outcomes:

1.	In this paper the students will get advanced knowledge of historiography which they studied in Semester I. Course content of this paper aims that the history students become objective researchers at the PhD level and later contribute to the existing knowledge of history discipline, when they become academicians.
2.	They should be to know the world wide social, economic and political situations.

Unit-I

Approaches to History, Theological, Imperialist, Nationalist, Marxist, Subaltern and Post-Modernist
इतिहास के अभिगम, धर्मशास्त्रीय, राष्ट्रवादी, मार्क्सवादी, लोकाश्रयी (जनोन्मुखी, उपांगी), उत्तर आधुनिकतावादी

Unit-II

Themes in Indian History, Economics, Labour and Peasants, Religion, Culture, Environment, and Science and Technology

भारतीय इतिहास के मुख्य निर्धारित विषय, अर्थशास्त्र, मजदूर और कृषक, धर्म, संस्कृति, पर्यावरण, विज्ञान एवं तकनीकी

Unit-III

Major Theories of History, Cyclical, Historical Materialism, Sociological, Comparative, Structural, World System, Ecological, Postmodernist critiques of History

इतिहास के प्रमुख सिद्धांत, चक्रीय, ऐतिहासिक भौतिकवाद, समाजशास्त्रीय, तुलनात्मक, संरचनात्मक, विश्वव्यवस्था, पारस्थितिकीय, इतिहास के उत्तर आधुनिकतावादी आलोचक

Unit-IV

Debates in History, representative study of atleast four major debates of history

1. Position of women in the Indian Society
2. Was Aurangzeb a fanatic
3. Balance Sheet debate related to British rule in India
4. Is history science or art, or both

इतिहास में विवाद, इतिहास के चार प्रमुख विवादों का प्रतिनिधि अध्ययन

१. भारतीय समाज में नारियों की स्थिति
२. क्या औरंगजेब धर्मान्ध था
३. भारत में ब्रिटिश शासन का लाभ-हानि सम्बन्धी विवाद
४. क्या इतिहास कला अथवा विज्ञान है, या दोनों

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Unit-V

1. Nature of the First War of Independence 1857
2. World Economic Crisis of 1929
3. Stimulus-Response debate related to growth of Indian Nationalism.
4. Debate on deindustrialization under colonial rule

१. १८५७ के प्रथम स्वतंत्रता संग्राम का स्वरूप।
२. १९२९ की विश्वव्यापी आर्थिक मंदी
३. भारत के राष्ट्रवाद के विकास में क्रिया-प्रतिक्रिया विवाद
४. भारत में औपनिवेशिक शासन के अंतर्गत विऔद्योगीकरण पर विवाद

PAPER – II HSC – 202- Indian History (1757-1857 AD)

60+40= 100 MARKS

4.5 CREDITS

Course Objectives:

1.	Students would be able to get knowledge of economic industrial and development of the colonial government.
2.	They know the development of education during the colonial.
3.	After the battle of Plassey, how the British company made administrative, military, police and education reforms in India, this would also be known by the students.
4.	Students would be able to know about the renaissance, and the socio-religious reforms movement initiated by Raja RammohanRoy(Brahma Samaj) ,Young Bengal,IshwarchandraVidyasagar under the company's rule in Bengal.

Course Outcomes:

1.	The students will learn about the socio economic policies of British in India and how the country moved towards modernity through the development of railways, Posts and Telegraphs and new urban centers.
2.	They will also come to know about the development of education and renaissance. They will also know what lessons the Indians learnt from the first war of independence.

Unit-I

Economic Policies; British Economic Policies- a case of Economic Imperialism, Rise of internal markets and urban centres. Development of Railways, Posts and Telegraph.

आर्थिक नीतियाँ ; ब्रिटिश आर्थिक नीतियाँ –आर्थिक साम्राज्यवाद , आंतरिक बाजारों और शहरी केंद्रों का उदय ; रेलवे, डाक-तार का विकास

Unit-II

Social Policies and Social Change; Contact with British and the advent of Indian middle class, Indian Renaissance, Raja Rammohan Roy and the Brahma Samaj, Young Bengal Movement.

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सामाजिक नीतियों एवं सामाजिक परिवर्तन, अंग्रेजों के साथ संपर्क और भारतीय मध्यम वर्ग का उदय, भारतीय पुनर्जागरण, राजा राममोहन राय एवं ब्रह्म समाज, युवा बंगाली आंदोलन

Unit-III

Education, Indigenous and Modern, Orientalist and Anglicist controversy, Development of Education up Charles Wood's Dispatch of 1854.

प्राच्य एवं आधुनिक शिक्षा –प्राच्यवादी बनाम आंग्लवादी विवाद, चार्ल्स वुड के पत्र १८५४ तक शिक्षा का विकास

Unit-IV

Resistance to colonial rule, Nature of resistance, Pre 1857 peasant, tribal and cultural resistance.

औपनिवेशिक शासन का प्रतिरोध, प्रतिरोध का स्वरूप, १८५७ के पूर्व के कृषक, जनजातीय तथा सांस्कृतिक प्रतिरोध

Unit-V

First War of Independence 1857, causes, nature, leadership at various levels, peoples' participation, causes of its failure, British response and repression

भारत का प्रथम स्वतंत्रता संग्राम १८५७, कारण, स्वरूप, विभिन्न स्तरों पर नेतृत्व, जनभागीदारी, संग्राम की असफलता के कारण, ब्रिटिश प्रतिक्रिया एवं दमन,

PAPER – III HSC- 203 TWENTIETH CENTURY WORLD

60+40= 100 MARKS

4. 5 CREDITS

Course Objectives:

1.	They can know about cause and result of cold war.
2.	Students can know about political issues of world peace efforts.
3.	Students can know about bipolarization of world.

Course Outcomes:

1	From this paper the students will learn how the differences between communism and capitalism culminated into cold war and associated international tensions.
2	They will also learn how Pt Nehru, Marshal Tito and President Nasser gave able leadership to third world countries in such a scenario. Then the problems in communism, which led to its fall.
3	They will also come to know what the new world order is and how its science and technology is.

Unit-I

Cold War and its effects, Ideologies and political basis of Cold war, Pacts and treaties, NATO, Warsaw Pact, SEATO etc.

शीत युद्ध औ रउसके प्रभाव, शीत युद्ध का वैचारिक और राजनैतिक आधार, पैक्ट व सन्धियाँ नाटो NATO, वार्सा पैक्ट, सिएटो SEATO इत्यादि

Unit-II

UNO and the concept of world peace; Regional tensions - Palestine, Kashmir, Suez zone, Korea and Vietnam यू.एन.ओ. तथा विश्वशांति, क्षेत्रीय तनाव -फिलिस्तीन, काश्मीर, स्वेज का क्षेत्र, कोरिया और वियतनाम

Unit-III

Non Alignment and the Third World

गुट निरपेक्षता और तृतीय विश्व

Unit-IV

Disintegration of Soviet Union and the end of Cold War, Genesis and process of disintegration, Fall of Socialism and Revival of Capitalism-its impact on society and politics, Changes in the world political order- from bipolar to unipolar world system

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सोवियत संघ का विघटन तथा शीत युद्ध का अंत, विघटन की प्रक्रिया का प्रारम्भ और विस्तार, समाजवाद का पतन एवं पूँजीवाद का पुनरुत्थान, समाज और राजनीति पर प्रभाव, विश्व राजनीति में परिवर्तन - द्विध्रुवीय से एक ध्रुवीय विश्वव्यवस्था

Unit-V

Globalization and its economic and political impact on third world countries; Progress of science technology, communications and information

वैश्वीकरण एवं उसका तृतीय विश्व के देशों पर आर्थिक तथा राजनैतिक प्रभाव, विज्ञान, तकनीकी, सूचना एवं संचार का विकास

PAPER -IV HSC-204 WORLDHISTORY(18TH AND 19TH CENTURIES)

60+40= 100 MARKS

4.5 CREDITS

Course Objectives

1.	Students can learn about American civil war and unification of Italy.
2.	They can know about partition of Africa and movements in china.
3.	Students can have the knowledge about the modernization of Japan.

Course Outcomes:

1.	This paper takes a world view in the referred period. The various nationalist struggles in Europe and America. How capitalism, imperialism and colonialism are interrelated.
2.	The students will also know about the resurgence East Asian powers in 18 th and 19 th centuries.

Unit-I

The American Civil War, Unification of Italy, Unification of Germany

अमेरिका का गृहयुद्ध, इटली का एकीकरण, जर्मनी का एकीकरण

Unit-II

The Eastern Question, Crimean War, Berlin Congress; the European Powers and the Ottoman Empire (1815-1890), Age of Bismarck, Bismarck's Internal and Foreign Policy

पूर्वी समस्या, क्रीमिया का युद्ध, बर्लिन सभा; यूरोपियन शक्तियाँ और आटोमन साम्राज्य (१८१५-१८९०); बिस्मार्क का युग, बिस्मार्क की गृह और विदेश नीतियाँ

Unit-III

Colonialism and Imperialism in Asia and Africa in the 19th Century, Scramble for Africa

१९वीं और २०वीं सदी में एशिया और अफ्रीका में उपनिवेशवाद और साम्राज्यवाद, अफ्रीका का बटवारा

Unit-IV

Colonialism and Imperialism in in China, First and Second Opium Wars, Struggle for Concessions in China, Taiping Revolt, Boxer Revolt and its Consequences चीन में उपनिवेशवाद और साम्राज्यवाद, प्रथम एवं द्वितीय अफीम युद्ध, चीन में रियायतों के लिए संघर्ष, ताइपिंग विद्रोह, बॉक्सर विद्रोह एवं उसके परिणाम

Unit-V

Advent of Western Powers in Japan, Meiji Restoration, Modernization of Japan and its emergence as Imperial Power जापान में पश्चिमी शक्तियों का प्रवेश, मेईजी पुर्नस्थापना, जापान का आधुनिकीकरण, साम्राज्यवादी शक्ति के रूप में जापान

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M.A. THIRD SEMESTER HISTORY

PAPER – I

HSC- 301 HISTORY OF MARATHAS 1627-1818

60+40= 100 MARKS

4.5 CREDITS

Course Objectives:

1.	Students can get the knowledge of Maratha Empire.
2.	Students can get the knowledge of political, economic social and religious condition of Marathas.
3.	Students can also get knowledge of the relations of Maratha Empire with other powers like Mughals, sultanate of Bijapur etc..

Course Outcomes:

1	This paper teaches about Hindu resurgence against the later decadent Mughals, the resurgence, which was led by the brave Shivaji and Marathas. The beginning of consolidation of Maratha empire under Peshwa Balaji Vishwanath would also be discussed
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Unit-I

Sources of History of Marathas, Rise of Marathas, Rise of Shivaji, Concept of Hindvi Swaraj

मराठा इतिहास के स्रोत, मराठों का उत्कर्ष, शिवाजी का उत्थान, हिंदवी स्वराज की अवधारणा

Unit-II

Shivaji's relations with Bijapur and Mughals

शिवाजी के बीजापुर एवं मुगलों के साथ सम्बन्ध

Unit-III

Shivaji's Coronation, Administration, Personality

शिवाजी का राज्याभिषेक, प्रशासन, व्यक्तित्व

Unit-IV

Sambhaji, Maratha's Struggle for Independence, Tarabai

संभाजी, मराठा स्वतंत्रता संग्राम, ताराबाई

Unit-V

Sources of History of Peshwas, Shahu, Balaji Vishwanath

पेशवाओं के इतिहास के स्रोत, शाहू, बालाजी विश्वनाथ

PAPER II

HSC – 302 HISTORY OF MODERN INDIA 1858-1975 A.D.

60+40= 100 MARKS

4.5 CREDITS

Course Objectives:

1.	Students can know about the Montagu-Chelmsford Reforms of 1919 and the Government of India Act 1935.
2.	Students can know about modern Indian industrial development and also about the labor class.
3.	They can know the theory of Drain of Wealth and how it affected the Indian economy.
4.	They can know how far the British economic policy was responsible for the destruction of the Cottage Industries in India.

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Course Outcomes:

1.	This paper will teach the students, the consolidation of British rule and its socio-economic impact upon us.
2.	The students will also learn, how India evolved constitutionally

Unit-I

Strategies of Imperial Control; British Government's Control over Indian Administration, Central, Provincial and District, Relations with Princely States

साम्राज्यवादी नियंत्रण के उपाय ; ब्रिटिश सरकार का भारतीय प्रशासन पर नियंत्रण , केंद्रीय , प्रांतीय एवं जिला , रियासतों के साथ सम्बन्ध

Unit-II

Principles and policies governing foreign relations; constitutional development up to 1947 with special reference to Government of India Acts of 1909 and 1919

वैदेशिक नीति निर्देशन एवं सिद्धांत ; १९४७ तक संवैधानिक विकास , १९०९ और १९१९ के भारत सरकार अधिनियमों के विशेष सन्दर्भ में

Unit-III

Economy, India in the imperialist world system, volume and composition of urban flow of capital, balance of payments and drain, currency problem; Agrarian relations, regional diversities and their administration, Social and economic origins of commercialization and its effects, nature of stratification within the peasantry and landlords, tenants and the state

अर्थव्यवस्था, साम्राज्यवादी वैश्विक व्यवस्था में भारत , नगरीय पूँजी की मात्रा, संरचना एवं निर्गमन , भुगतान संतुलन और धन निष्कासन , मौद्रिक समस्या ; कृषि सम्बन्ध, क्षेत्रीय विविधता एवं प्रशासन , वाणिज्यीकरण के सामाजिक आर्थिक कारक, वाणिज्यीकरण के परिणाम , कृषकों और जमींदारों में वर्गीकरण का स्वरूप , पट्टाधारी कृषक एवं राज्य

Unit-IV

Domestic and cottage industries, rise of modern industry and capitalist class, rise of working class

घरेलू एवं कुटीर उद्योग , आधुनिक उद्योग और पूँजीपति वर्ग का उदय , श्रमिक वर्ग का उदय

Unit-V

Society, Social Composition and Ethnic Groups, tribes class and community; Colonial intervention and Social Change, Reform Movements; Modern Education and rise of Middle Class, Caste Movements; Women, status, property rights, reform legislation and political participation. Tradition and Modernity

समाज, सामाजिक संरचना और देशज समूह, जनजाति, वर्ग और समुदाय ; औपनिवेशिक हस्तक्षेप और सामाजिक परिवर्तन , सुधार आंदोलन ; आधुनिक शिक्षा और मध्यम वर्ग का उदय , जातीय आंदोलन; नारी , स्थिति , सम्पत्ति अधिकार, सुधार विधेयक और राजनीति में भागीदारी

PAPER III**HSC-303WOMEN IN INDIAN HISTORY****60+40= 100 MARKS****4.5 CREDITS****Course Objectives:**

1.	Students can learn about the status of women in ancient, mediaeval and modern times.
2.	The students can know the Liberal, Marxist, Socialist, Radical and Post-Modernist approaches towards the women's studies.
3.	Students can know about the contributions of women in social reform movement and bhakti movement.

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Course Outcomes:

1.	This paper intends for gender sensitization of all students so that they become more civilized citizens of India. The students will be taught the Liberal, Marxist, Socialist, Radical and Post-Modernist approaches towards the women's studies. They will also know the women's status in ancient, mediaeval and modern India; the work done by ancient learned women, mediaeval saints and modern Indian renaissance leaders. Conditions of tribal women and rights of women in general will also be discussed.
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Unit-I

Survey of Approaches and Sources, Liberal, Marxist, Socialist, Radical, Postmodern दृष्टिकोणों एवं स्रोतों का सर्वेक्षण, उदारवादी, मार्क्सवादी, समाजवादी, क्रान्तिकारी, उत्तर आधुनिकतावादी

Unit-II

Archival, Government Files, Official Reports, Census Data, Private Papers etc.; Religion of Women, Brahmanical and Non Brahmanical, Jainism, Buddhism, Islam Christianity अभिलेखागारीय, सरकारी फाइलें, आधिकारिक रिपोर्ट, जनगणना आंकड़े, निजी कागजात इत्यादि; नारीधर्म, ब्राह्मण, ब्राह्मणेत्तर, जैन, बौद्ध, इस्लाम, इसाई

Unit-III

Reform Movements and Women, Bhakti Movement, Brahma Samaj, Arya Samaj, Aligarh Movement, Theosophical Society

सुधार आंदोलन और नारी, भक्ति आंदोलन, ब्रह्म समाज, आर्य समाज, अलीगढ़ आंदोलन, थियोसोफिकल सोसाइटी

Unit-IV

Customary and Legal Status, Ancient India, Mediaeval India, Colonial period, Post-Independence, Tribal Societies नारियों की पारम्परिक और वैधानिक स्थिति, प्राचीन भारत, मध्यकालीन भारत, औपनिवेशिक काल, स्वातंत्र्येत्तरकाल, जनजातीय समाज

Unit-V

Women in Household, Agriculture, Industry; Formal and Informal Sector Professions, Wages; Property Rights गृहस्थी, कृषि, उद्योग, मैनारी, संगठित एवं गैर संगठित क्षेत्रों में रोजगार, वेतन, सम्पत्ति अधिकार

PAPER-IV HSC304 HISTORICAL APPLICATION IN TOURISM

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60+40= 100 MARKS

4.5 CREDITS

Course Objectives:

1.	Students will know that Historical and cultural tourism does not only make profit for the region, but also gives the grounds to be proud of the heritage.
2.	They can know how the tourism boosts the revenue of the economy, how it creates thousands of jobs, how it develops the infrastructures of a country, and how plants a sense of cultural exchange between foreigners and citizens.
3.	Students can know historical Monuments and Sites Sanchi, Khajuraho, Vidisha, Eran, Udaigiri.

Course Outcomes:

- | | |
|----|---|
| 1. | This paper intends to make the student, aware and well informed of the rich cultural heritage of India. Some units of this paper are so designed that if a student wants to join any section of tourism business, he has some background of it in mind. |
|----|---|

Unit-I

Characteristics of Tourism, History as Tourism Product

पर्यटन के प्रमुख तत्त्व ,पर्यटन उत्पाद के रूप में इतिहास

Unit-II

Monuments and Historical Sites, Sanchi, Khajuraho, Vidisha, Eran

ऐतिहासिक स्थल एवं स्मारक, साँची, खजुराहो, विदिशा ,ऐरण

Unit-III

Monuments and Historical Sites, Tripuri, Chausath Jogini Temples, Bhedaghat, Bagh, Ajanta, Ellora, Konark

ऐतिहासिक स्थल एवं स्मारक, त्रिपुरी , चौसठ जोगिनी मंदिर, भेड़ाघाट ,बाघ, अजन्ता , एलोरा, कोणार्क

Unit-IV

Monuments and Historical Sites, Mahabalipuram, Abu, Bhimbethka, Nachna, Thanjavur

ऐतिहासिक स्थल एवं स्मारक, महाबलीपुरम , आबु ,भीमबैठका ,नचना ,तन्जावूर

Unit-V

Monuments and Historical Sites, Gwalior, Sirpur, Rajim, Sindursi, Rupnath, Tigwan

ऐतिहासिक स्थल एवं स्मारक, ग्वालियर ,सिरपुर, राजिम, सिंदूरसी, रुपनाथ ,तिगवां

**M.A. FOURTH SEMESTER HISTORY
PAPER – I
HSC- 401 HISTORY OF MARATHAS 1627-1818 A.D.**

60+40= 100 MARKS

4.5 CREDITS

Course Objectives:

1.	Students can know the works and achievements of PeshwaBaji Rao I
2.	They can know the causes of the defeat of Marathas in the third battle of Panipat.
3.	They can learn about the reign of prominent Maratha chieftains like MadhavraoScindia, Holkar, Bhonsle and Gaekwad.
4.	Students can also get the knowledge of how the Marathas were defeated by the British.

Course Outcomes:

- | | |
|----|---|
| 1. | This paper will teach the students, the Maratha history from the period of PeshwaBaji Rao I to the third Anglo Maratha war and the fall of Maratha confederacy in 1818. The students would learn about aspects of feudalism that developed in the Maratha confederacy with the passage of time. |
|----|---|

Unit-I

Peshwa Baji Rao I; Important Maratha States, Scindia, Holkar, Gaikwad, Bhonsle

पेशवा बाजीराव प्रथम :प्रमुख मराठा राज्य ,सिंधिया ,होल्कर ,गायकवाड ,भोंसले

Unit-II

Balaji Baji Rao and the Third Battle of Panipat

पेशवा बालाजी बाजीराव और पानीपत का तृतीय युद्ध

Unit-III

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Peshwa Madhav Rao, Narayan Rao, Mahadji Scindia

पेशवा माधवराव ,नारायणराव ,महादजी सिंधिया

Unit-IV

First and the Second Anglo-Maratha Wars

प्रथम एवं द्वितीय आंग्ल मराठा युद्ध

Unit-V

Third Anglo-Maratha War, Downfall of the Marathas

तृतीय आंग्ल मराठा युद्ध ,मराठों का पतन

M.A. FOURTH SEMESTER HISTORY
PAPER – II
HSC- 402HISTORY OF MODERN INDIA 1858-1975

60+40= 100 MARKS

4.5 CREDITS

Course Objectives:

1.	Students can get the knowledge of national movement.
2.	They can know the steps and result of Gandhian movements
3.	Student can get the knowledge how India got freedom.
4.	Students can get the knowledge of education policy, science and technology.

Course Outcome

1.	In this paper the students will learn about the Indian nationalism which emerged in the late 19 th century (However it necessary to note here that Indian nationalism was not a bye product of the British rule but is as ancient as the Indus Valley civilization and the Aryan Culture). Then the students will learn about the Gandhian movements and the greatness of this Mahatma. The students will also be taught about the contributions of the revolutionaries, including Netaji Subhas Chandra Bose. By making them aware of the communal politics, it is hoped that the students would not fall prey to divisive forces around them. About the post-independence history; land question, industrial policy, women's empowerment and scientific and technological developments will be taught. India's role in liberation and integration of Goa will also be explained
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Unit-I

National Movement, Approaches to Indian Nationalism, Conceptual Debates, Emergence of Organized Nationalism, Trends in Nationalism till 1919

राष्ट्रीय आंदोलन ,राष्ट्रवाद के प्रति विभिन्न दृष्टिकोण ,राष्ट्रवाद की अवधारणा पर मतमतान्तर, संगठित राष्ट्रवाद का उदय, १९१९ तक राष्ट्रवाद में प्रमुख धारार्ये

Unit-II

Gandhian Movements

गांधीवादी आंदोलन

Unit-III

Revolutionary and Left Movements; States Peoples' Movements

क्रांतिकारी और वामपंथी आंदोलन ,देशी राज्यों में जनआंदोलन

Unit-IV

Communal Politics and Partition; Subhas Chandra Bose and the INA

सांप्रदायिक राजनीति और विभाजन ;सुभाषचंद्र बोस औरआई.एन.ए.

Unit-V

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Independent India, Visions of New India, Integration of Princely States, Beginning of Planned Economy, Land Question and Industrial Policy, Education, Health, Science and Technology; Foreign Policy, Non Alignment; Women, Hindu Code Bill and Other Communities

स्वतंत्र भारत, नवीन भारत का दृष्टिकोण, देशी राज्यों का विलय, सुनियोजित अर्थव्यवस्था का प्रारम्भ, भूमि प्रश्न और औद्योगिक नीति, शिक्षा, स्वास्थ्य, विज्ञान और तकनीक, विदेशनीति, गुट-निरपेक्षता, नारी, हिन्दू कोड बिल और अन्य सम्प्रदाय

**M.A. FOURTH SEMESTER HISTORY
PAPER – III
HSC- 403 WOMEN IN INDIAN HISTORY**

60+40= 100 MARKS

4.5 CREDITS

Course Objectives:

1.	Students can know the position of women in different periods.
2.	They can know the contribution of women in national movement.
3.	They can know the contribution of women in revolutionary movement.
4.	They can know Women Representation and Participation In Theatre, Film and Media.

Course Outcomes:

1.	This paper is continuation of the same titled paper in Semester III. It traces, women's empowerment through ancient, mediaeval and modern times. Also their role in the revolutionary and national movements. Women's cultural achievements will also be discussed.
2.	Students should be able to get the knowledge and understand the contribution of women in freedom movement, film, media and parliament. They can understand the situation of women after independence.

Unit-I

Education of Women in Ancient, Mediaeval, Colonial and Post-Independence period

प्राचीन, मध्य, औपनिवेशिक और स्वातंत्र्येत्तरकाल में नारी शिक्षा

Unit-II

Womens' Organization, Local, Provincial, National in the Colonial and Post-Independence Periods

औपनिवेशिक और स्वातंत्र्येत्तरकाल में नारियों के स्थानीय, प्रान्तीय और राष्ट्रीय संगठन

Unit-III

Political participation of Women, Gandhian Satyagraha, Revolutionary Movement, State Legislature and Parliament, Panchayat and Municipal Council

नारियों की राजनीतिक भागीदारी, गांधीजी के सत्याग्रह, क्रांतिकारी आंदोलन, राज्य विधान सभा एवं संसद, पंचायत और नगरपालिका परिषद

Unit-IV

Women and Culture, Participation in Literature, Fine Art, Music and Dance

नारी और संस्कृति, साहित्य, ललितकला, संगीत और नृत्य में भागीदारी

Unit-V

Women and Culture, Participation in Theatre, Film and Media

नारी और संस्कृति, रंगमंच, सिनेमा और पत्रकारिता में भागीदारी

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PAPER - IV
HSC – 404
HISTORICAL APPLICATION IN TOURISM

60+40= 100 MARKS

4.5 CREDITS

Course Objectives:

1.	Students can know the Main Events of Ancient Indian History.
2.	Students can know the Folk Culture, Folk Art and Festivals of India.

Course Outcomes:

1.	In this paper the students would learn much about the Indian culture, including the folk culture. Also all the aspects of guiding skills. All this would be much beneficial to them, if they decide to join the tourism business.
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Unit-I

Historical events, General survey of main events of Ancient Indian History

ऐतिहासिक घटनाएँ, प्राचीन भारत की प्रमुख ऐतिहासिक घटनाओं का सामान्य सर्वेक्षण

Unit-II

Folk Culture, Totem, Marriage, Myths and Beliefs, Disposal of the dead

लोक संस्कृति, टोटम, विवाह, किंवदंतियां एवं विश्वास, अंतिम संस्कार

Unit-III

Folk Art, Painted Relief, Wood Carvings, Ornaments, Terracotta, Folk Dances

लोककला, भित्तिचित्र, काष्ठ शिल्पांकन, आभूषण, मृणमूर्ति एवं लोकनृत्य

Unit-IV

Religious Festivals, Brahman, Buddhist, and Jain

धार्मिक पर्व, ब्राह्मण, बौद्ध, एवं जैन

Unit-V

Guiding Skills

दिग्दर्शन

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**Department of PG Studies & Research in
History
Rani Durgavati Vishwavidyalaya,
Jabalpur, M.P.**

Learning Outcomes-based Curriculum Framework (LOCF)

For

**Ph.D
(Doctor of Philosophy)
(History)**

Full Time Program



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22.01.2023

Dr. Subhash Chandra Sharma
M.A., Ph.D.
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Department of Post Graduate Studies
& Research in History,
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Jabalpur (M.P.)

Pre PhD Course Work in History

Paper –I Advanced Course in History, Title- Indian Thinkers and Thought

Course Objective and Outcomes:

The objective of this paper is to inculcate in the researchers, the positivist Indian thought and also learn from the life and works of great Indian souls. Thus in this paper the students' study would begin from the Vedic Upanishadic thoughts to the Gita, then the six schools of Indian Philosophy; Buddhism, Jainism, Manu and Kautilya. They would learn about Bhakti Saints and thought. Also Sufism and Sufi Saints. The study of modern Indian thought would include the renaissance reformers, and the freedom fighters. This would be a comprehensive study work in which the ideas of most of modern day thinkers including Pt. Dindyal Upadhyaya and Dr APJ Abdul Kalam would be studied

Unit-I-

Vedic and Upanishadic Thought, Bhagvatism, Geeta, Six Schools of Indian Philosophy (Shad-darshan)- Sankhya, Yog, Nyaya and Vaisheshik, Mimamsa, Vedant. Jainism and Buddhism, Manu, Kautilya.

UnitII

Bhakti Movement, Adi Shankaracharya and Adwaitism, Kabir, Goswami Tulsidas, Surdas, Raidas, Ramanujacharya, Vallabhacharya, Madhavacharya, Abdurrahim Khan-I-Khana, Guru Nanak, Sant Jnanesvar.

UnitIII- Sufism and its essentials, Chishti, Suharavardi, Qadiri, Shattari, Firdausi and Naqshbandi orders.

UnitIV-

Modern Indian renaissance and awakening, Raja Rammohan Roy and Brahma Samaj, Swami Vivekananda and Ramkrishna Mission, Dayananda Saraswati and Arya Samaj, Sir Syed Ahmed Khan and Aligarh Movement, Lokmanya Bal Gangadhar Tilak Mahatma Gandhi, Jyotiba Phule and Dr B.R. Ambedkar.

UnitV-

Pandit Jawaharlal Nehru, Sardar Vallabh Bhai Patel, Shaheed Bhagat Singh, Netaji Subhas Chandra Bose, Mahamana Madan Mohan Malviya, Pandit Deen Dayal Upadhyaya and Integral Humanism (Ekatm Manavwad), Dr A.P.J. Abdul Kalam

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Paper-II

Research Methodology

Course Objective and Outcomes:

While doing PhD the researchers encounter so many problems. The basic aim of this paper is to acquaint them all the methodology of writing research papers, dissertations and of course, thesis. They would come to know all the finer aspects of research work such as differentiating primary and secondary data and to retrieve and utilize it.

Unit I- Definition of Research, Who should do the research, Finding a Supervisor, Selection of Topic for research, Research Design.

Unit II- Interdisciplinary Research in Social Sciences, Nature of Historical Research, Methodology of Historical Research, Analytical Method, Scientific Method, Comparative Method, Critical Method, Oral Tradition, Questionnaire Method, Qualitative and Quantitative Methods.

Unit III- Nature of Historical Sources, Primary and Secondary, Preparation of Research Synopsis, Application of Computer in Historical Research- Data Collection through Internet, Knowledge of e-resources.

Unit IV- Collection and Selection of Data, Archival Study and Library Work; Writing of Dissertations, Research Papers and Monographs.

Unit V- Format of the thesis, technicalities of the format, Scientific details about the thesis format, appropriate use of graphs, maps, pictures, drawings, preparation of Bibliography, Use of References, Summary of Thesis, Oral Defense of the thesis.

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Paper-III

Computer Applications

Course Objective and Outcomes:

The main aim behind teaching this paper is to give the researchers such a high level of ICT learning that they do all the computer work, associated with their research; right from downloading data from e resources, filing it, editing it; then typing their own thesis in Hindi or English. They would be also taught to make power point presentations in seminars and webinars and contribute to journals.

Unit- I

Introduction of computer, Basic structure of computer, Software, What is an Operating system (OS) ?
Functions of OS

Unit- II

Processing of computer (CPU), Components of Computer : CPU, Motherboard, Hard Disk, RAM, DVD, UPS, ROM, Sound Card etc

Unit- III

Word Processing: MS Word, Introduction to MS Word Processor, creating and saving documents
Data Processing ; MS Excel, Introduction to Excel, need of of spreadsheet, creating , opening of saving work book., editing worksheet, types of functions and creating charts.

Unit- IV

Powerpoint – Introduction of MS Power point, application of MS Power point Introduction of Slides, speaker notes, media clips, graphs, Picture, Web pages, Adding different kinds of slides, working with power point, Inserting text objects, formatting text.

Unit- IV

Internet and Email, Some basic terminology- HTTP, HTML, W.W.W. Search Engine, client, E-mail, Account and its functions, Surfing.

Excel note on e -books and virtual library, What is Plagiarism and how to avoid it ?

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