

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of History

Faculty of Social Sciences

Major Papers

Course Title	History of India- I : ANCIENT (MAJOR)			
Semester	I			
Category of Course	Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits & Hour of Teaching		Theory	Practical	Cumulative
	Credits	4		
	Hours of Teaching (Total)	60		
Course Objectives (not more than 100 words)	This course is designed to exhibit for basic understanding of early history of India as this nation has a very vast cultural heritage and studying ancient India allow us to have a better grasp of our cultural heritage and intellectual growth. This paper explains how, when and where people in India established the first civilization. This paper helps us to know how our indigenous people developed their farming, domestication, trade and other activities. This paper also helps to know about the policies and administration of ancient rulers and also about the situation in which the major dynasties emerged.			
Course Content	The course content is divided into 4 units along with defined hour of teaching for each unit.			
Units	Course Content	Hr. of Teaching		
I	Sources: Archaeological, Literary, Foreign accounts. Harappan Civilisation: Social, Economic, Religious life; Major Sites. Vedic Period: Nature of Vedic literature; Political, Social, Economic and Religious life. Post-Vedic Movements: Jainism, Buddhism.	10		
II	Foreign Invasions: Persian Invasion of Darius I, Greek Invasion of Alexander; Impacts on Indian Culture. Second Urbanization: Sixteen Mahajanapadas, Ganarajyas. Rise of Magadh Empire; Brief introduction of early dynasties: Bimbisara,	20		

	Ajatashatru, Udayan, Mahapadmananda, Dhanananda. Rule of Mauryas: Chandragupta, Ashoka's religious policy, Administration of Mauryas. Shunga Dynasty: Pushyamitra Shunga	
III	Satvahanas: Gautamiputra Satakarni, Study of cultural developments: from Mauryas to Satvahanas. Indo-Greeks: Menander, Impact of Indo-Greeks in Indian Society. Kushanas: Kanishka, art and literature, Western Kshatrapas: Rudradaman. Kalinga Ruler: Kharavela, A brief study of Sangam literature.	15
IV	Guptas: Chandragupta I, Samudragupta, Chandragupta II, Skandagupta and Huna Invasion. Cultural Achievements of the Gupta Period, Debate about Golden Age. Pushyabhuti Dynasty: Harshavardhan and his achievements. India's contact with Outside World: Rome, South East Asia.	15
Texts / References	1. Jha, D. N., Ancient India and Historical Outline, Manohar Publishers and Distributors, Delhi, 1999. 2. Raichaudhary, H. C., Political History of Ancient India, University of Kolkata, Kolkata, 1950. 3. Prakash, Om., Prachin Bharat ka Itihaas, New Age International Publisher Ltd., Delhi, 1971. 4. Tripathi, R. S., History of Ancient India, Motilal Banarasi Das, Delhi, 1942. 5. Chaudhary, Ramkrishna, Prachin Bharat ka Rajnitik avam Sanskritik Itihas, Bharati Bhavan, 1967. 6. Paranjpe, Binda, Pracheen Bharat, Samvad Publication, Meerut. 7. Singh, Upinder, History of Ancient and Early Medieval India; From the Stone Age to the 12th Century, Pearson, 2009. 8. Raichaudhary, S. C., History of Ancient India from earliest time to 1000 A.D, Surjeet Publications, New Delhi, 2004. 9. Thapar, Romila, Ancient India: From the Origins to AD 1300, University of California Press, 2004. 10. Pandey, Rajbali, Pracheen Bharat, Vishwavidyalaya Prakashan, 2015.	

	11. Shrimali and Jha, Pracheen Bharat ka Itihaas, Delhi University, New Edition, 2021.
Learning Outcomes (not more than 100 words)	The course expects to students for basic understanding of early Indian history which aims to infuse and induce ancient civilizational values among the students. It is also intended to impart knowledge of ancient Indian samskritic and shramanic literature. The course will also promote the learning of ancient monuments, material culture and heritage. It will make familiar to the students how ancient individuals and cultures dealt with challenges in the past and that might help us to recognize and prepare for our problems today and in the future.

Semester II

HISMJ21 (Major)

HISMN21(Minor)

Course Title	HISMJ21: History of India-Medieval HISMN21:HistoryofIndia-Medieval				
Category of Course ³	Major /Minor/Minor(Vocational)/SEC /AEC/ VAC/ MD/Internship/Dissertation (Tickanyoneoftheabove)				
Credits ⁴ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4			
	HourofTeaching (Total)	60			
Course Objectives (not more than 100 words)	Thiscourseisdesignedtoprovideaholisticknowledgeabouttheideasandinstitutions of medieval India which reflected the social, economic and political dynamics of the age.The course will include a study of early medieval India, Delhi Sultanate and MughalEmpire,focusingontheideaswhichprevailedanddeterminedthe governance,economy,societalinstitutionsandtraditionsoftheperiod concerned.				
Course Content					
Units	CourseContent				Hr. of Teaching
Unit I	SourcesofMedievalIndia Society&EconomybeforethecomingofTurks. Feudalism and its various aspects BattleofTarainandestablishmentofDelhiSultanate Ilbari Turks: Iltutmish , Razia, and Balban				15
Unit II	KhaljiRevolution,RuleofKhaljiDynasty:JalaluddinKhilji,Alauddin Khilji, Shihabuddin Umar, Mubarak Shah Khailji RuleofTughlaqs:GhiyasuddinTughlaq,MuhammadBinTughlaq, Firuzshah Tughlaq DeclineofDelhiSultanate Timur’s invasion SayyadDynasty Lodhi Dynasty				15
Unit III	First Battle of Panipat EstablishmentofMughalEmpire Rule of Babur and Humayun SherShahandhisadministration				15

³SEC–SkillEnhancementCourse;AEC–AbilityEnhancementCourse;VAC–ValueAdded Course; MD – Multidisciplinary Course

⁴1 Credit(Theory)=15 Hours;1 Credit(Practical)=30 Hours

	Akbar's Policies: Rajput, Religious and Deccan Jehangir's Religious and Rajput Policy and role of Nurjahan in Mughal politics	
Unit IV	Rise of Shah Jahan, His Deccan policy, 'Golden age of the Empire' War of succession Aurangzeb's Policies, Religious, Rajput and Deccan Economy & Trade under the Mughals Understanding of Mansab, Jagir and Zamindars Mughal Architecture & Painting Decline of Mughal Empire	15
Texts / References	1. K.M. Ashraf: Hindustan ke Niwasiyon ka Jeevan aur Unki Paristithiyan. Tr. By K.S. Lal, 1962 2. Satish Chandra: Essays in Medieval Indian Economic History. New Delhi, 1987 3. Satish Chandra: Madhyakalin Bharat, I & II, Jawahar Publication, Delhi 4. Satish Chandra: Madhyakalin Bharat: Rajniti, Samaj aur Sanskriti. Orient Longman, New Delhi, 2007 5. A.L. Srivastava: Bharat ka Itihas (1000-1707). Shiv Lal Agarwal and Co. Agra, 1995 6. K.M. Ashraf: Hindustan ke Niwasiyon ka Jeevan aur Unki Paristithiyan. Tr. by K.S. Lal, 1969 7. Irfan Habib (ed.): Medieval India-I: Researches in the History of India 1200-1750. Delhi, 1992 8. P.N. Ojha: Madhyakalin Bharat ka Samajik Jeevan. New Delhi, 1984 9. Beni Prasad: History of Jahangir. Allahabad, 1976 10. B.P. Saksena: History of Shahjahan of Delhi. Allahabad, 1962 11. J.N. Sarkar: Fall of the Mughal Empire, 4 Vols, Calcutta 1964	
Learning Outcomes (not more than 100 words)	Students will have a sound understanding of medieval Indian rulers, and their policies. The students will have an in-depth knowledge of the transition which took place in India with the advent of Islamic rulers, and the ideas of governance which the Europeans inherited from the rulers of medieval India.	

HISSE21

Course Title	Colonial Policy and Indian Culture (1765-1857) HISSE21				
Category of Course ¹	Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)				
Credits ² & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3			
	Hour of Teaching (Total)	45			
Course Objectives (not more than 100 words)	This course examines the influence of British colonial rule on Indian culture and society.It will introduce the main policies of colonial government and show how these policies affected Indian traditions, languages, education, religion, and everyday life. Students will learn how colonial ideas interacted with old Indian cultural values and how Indians responded to these changes in different ways. The course also aims to explain the processes of cultural change and resistance under colonial rule so students can see the lasting influence of colonial cultural contact on modern India.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content				Hr. of Teaching
I	Evolution of Land Revenue System: Permanent Settlement, Ryotwari and Mahalwari Land Revenue System.				11
II	Development of Western Education System: British Pattern of Education				11
III	Establishment of Judicial Institutions: Modern Judicial System, Fauja Dari and Diwani Court				11
IV	Social and Other Reform; Suppression of Infanticide and Female- Child Sacrifices, Sati Practice, Human Sacrifice, Abolition of Slavery, Widow Re-Marriage Act.				12

¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Texts / References	BIBLIOGRAPHY: Ramkrishna Mukherji; The Rise and Fall of the East India Company R.C. Mazumdar, H.C. Raychaudhary and Kalinkar Datta: An Advanced History of India (in Hindi: Bharat Ka Brihad Itihas) S.C Sarkar and K.K.Datta, Modern Indian History, Vol. II (In Hindi: Aadhunik Bharat Ka Itihas) Christopher Bayly: Indian Society and the Making of British Empire Edward Thompson and G.T. Garrat: Rise and Fulfillment of British Rule in India G.S. Sardesai: New History of the Marathas (In Hindi: Marathon Ka Naveen Itihas) T.G.P. Spear: The Oxford History of Modern India A.R. Desai: Social Background of Indian Nationalism. In Hindi: (BhartivaRashtravad Ki SamajikPrishtbhoomi) Ram Lakhan Shukla; Adhunik Bharat Ka Itihas. Delhi University.
Learning Outcomes (not more than 100 words)	Learning Outcome of The Study: Students will gain a clear picture of the cultural changes that took place in India under British rule and the ways Indian society responded to them. They will be able to explain the role of colonial policies in shaping education, language, social customs, and cultural practices. The course enables recognition of how Western ideas and Indian traditions interacted, leading to new cultural forms and resistance movements.

HISMD21

Course Title	HISMD21: Ancient Indian Polity and Political Thought			
Category of Course ¹	Major / Minor/ Minor(Vocational)/SEC/AEC/VAC/ MD/Internship/Dissertation (Tick any one of the above)			
Credits ² & Hour of Teaching		Theory	Practical	Cumulative
	Credits	3		
	Hour of Teaching (Total)	45		
Course Objectives (not more than 100 words)				
Course Content	Three Units			
Units	Course Content	Hr. of Teaching		
I	Ancient Indian Polity - Sources and Historiography - Polity in Ancient India through the ages - Key political institutions (Sabha, Samiti, Gana etc.) - Nature of the State in Ancient India	15		

¹SEC–Skill Enhancement Course; AEC–Ability Enhancement Course; VAC–Value Added Course; MD – Multidisciplinary Course

²1 Credit(Theory)=15 Hours; 1 Credit(Practical)=30 Hours

II	Key Concepts in Ancient Indian Political Thought ● Key political concepts (Dandaniti, Rajadharma etc.) ● Political ideals as reflected in the Mahabharata ● Relationship between politics and ethics (Dharma)	15
III	Texts and Other Sources of Political Ideas ● Royal inscriptions ● Political biographies ● Kautilya's Artha Sastra: Key Political Ideas & Institutions ● Key ideas of other Sanskrit texts such as Sukra Niti, Niti Sara of Kamandaka etc. ● Key Political Ideas of the Tirukkural	15
Texts / References	● N. N. Law, Aspect of Ancient Indian Polity, Orient Longman, 1921 ● KP. Jayaswal, Hindu Polity: A Conformational History of India in Hindu Times, 1943 ● R. C. Majumdar. The Vedic Age, Bharatiya Vidya Bhavan ● R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, 1996 ● Beni Prasad, State in Ancient India, The Indian Press, 1928 ● Braj M. Sinha, "Arthasastra Categories in the Mahabharata from Dandaniti to Rapadharma", in Arvind Sharma, ed., Essays on the Mahabharata, Brill, 1991 ● E. Hultzsch, Inscriptions of Asoka, 1925 ● E. B. Cowell and F. W Thomas, trans, The Harsha Charita of Banbhatt, 1897 ● Vijaya Ramaswamy and Yogesh Sharma, eds., Biography as History: Indian Perspectives, Orient Black swan, 2018 ● R Shama Sastry, trans, Kautilya's Arthasastra, 1929 ● R. P. Kangle, trans., Kautilya Arthasastra, 3 vols, Motilal Banarsidass ● Patrick Olivelle, King. Governance, and Law in Ancient India: Kautilya's Arthasastra, Oxford University Press, 2013 ● Pradeep Kumar Gautam, Understanding Dharma and Artha in Statecraft through Kautilya's Arthasastra, IDSA monograph no. 53, 2016 ● Pradeep Kumar Gautam, Kautilya's Arthasastra. Contemporary Issues and Comparison, IDSA monograph no. 47, 2015 ● Benoy Kumar Sarkar, trans., Sukra-niti-sara, 1913 ● Benoy Kumar Sarkar, The Positive Background of Hindu Sociology, Motilal Banarsidass. 1937 ● Pradeep Kumar Gautam. The Nitisara by Kamandaka: Continuity and Change from Kautilya's Arthasastra, IDSA monograph no. 63, 2019 ● Thiruvalluvar, The Kural, trans. by P. S. Sundaram, Penguin Classics ● A. K. Ananthanathan, 'Theories and Functions of the State: The Concept of aram (virtue) in Tirukkural' in East and West, vol. 44, no. 2/4, 1994 ● Pradeep Kumar Gautam, A Study of the Kural: Concepts and Themes, IDSA	

	monograph no. 70,2021.
Learning Outcomes (not more than 100 words)	After the completion of the course, the students will be able to: 1. Know about the nature of polity in ancient India and how it changed over a period of time. 2. Know about the key political institutions of ancient India. 3. Understand the nature of the state in ancient India. 4. Know about the key political concepts such as Dandaniti, Rajadharma, and so on, as articulated in texts such as the Mahabharata, Kautilya's Arthashastra, Sukraniti, Nitisara of Kamandaka, Kural of Thiruvalluvar, and so on. 5. Understand the relationship between politics and ethics in ancient India.

Semester III

HISMJ31(Major)

Course Title	HISMJ31:HistoryofIndia(1740-1857)			
Category of Course ¹	Major/Minor/Minor(Vocational)/SEC/AEC/VAC/ MD/Internship/Dissertation (Tick any one of the above)			
Credits ² & Hour of Teaching		Theory	Practical	Cumulative
	Credits			4
	HourofTeaching(Total)			60
Course Objectives (not more than 100 words)	The mainstay of this course is to offer a broad spectrum of the early modern history covering of the advent of the European powers into Indian political scene to the outbreak of large-scale revolt in 1857. The role of East India Company is significant in making the history of this part of world by constituting a fragmented part into one political unit. Later periods of Mughal's rule, role of company supremacy and Anglo-Mysore conflict, Carnatic war and other interrelated developments will all be studied as part of this curriculum.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hours of teaching for each unit.			
Units	Course Content	Hr. of Teaching		
I	Political Conditions in India in 1740: Anglo French Struggle, Rise of Regional Powers; Bengal: Battle of Plassey and Buxar, Dual Government, and Permanent Settlement.	15		
II	<u>Judicial Reforms</u> Regulating Act 1773, Pitts India Act and the Charter Acts of 1813, 1833, & 1853.	15		

¹SEC–Skill Enhancement Course; AEC–Ability Enhancement Course; VAC–Value Added Course; MD–Multidisciplinary Course

HISMV3

Minor (Vocational)

Course Title	HISMV3: The Art of History Writing			
Category of Course ⁵	Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits ⁶ & Hour of Teaching		Theory	Practical	Cumulative
	Credits			4
	Hour of Teaching (Total)			60
Course Objectives (not more than 100 words)	This course primarily attempts to familiarize the student to the genre of History Writing particularly by focusing on its basic methods, mechanics, and principles. The ART OF HISTORY WRITING is not only concerned with structure and style of language but is also about its presentation with facts without prejudice and subjectivity. Unlike creative writing, it aims to elucidate the events with the appropriate empirical evidence in its temporal and spatial context rather than giving flight to imagination. Though the historian as a creative scholar in the sense of the term is being but restricted by linguistic economy and disciplinary tenets? Delineation of events and description of episodes cannot cross the limit as levied by the primary sources; therefore, The ART OF HISTORY WRITING hinges upon the process of selection of events, interpretation of facts through the process of historical enquiry which finally culminate in the form of research paper, project report and historical works. The process of history writing is being undertaken in different formats by adhering to certain writing principles as a part of academic endeavour. Book reviews or literature survey, preparing term papers or conference papers, dissertation or monograph, thesis or grant research project are all produced by confirming to the pattern of writing without diluting the content from its historical core values. The course also aims to educate the students to enhance their writing skills by taking recourse to various online support systems and other AI products. Needless to stress, footnoting, referencing, preparing bibliometric reports and other citational nitty-gritties will also form the part of this course.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching

⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

I	Book reviews Forms of book reviews: argumentative, analytical, and descriptive. Definition and method of reviewing. Example: social origins of dictatorship and democracy by Barrington Moore jr. 1966	15
II	Writing Historical Essay Topics, source and content analysis and method of reviewing example:	10

	Potentialities of Capitalistic Development in the Economy of Mughal India, Irfan Habib: <i>The Journal of Economic History</i> , Vol. 29, No. 1, The Tasks of Economic History (Mar., 1969), pp. 32-78	
III	Preparation of miscellaneous forms of writing Abstracts, Academic Cover Letters, Annotated Bibliographies, Application Essays, Blogs, CVS and Resumes, Dissertation Strategies, Film Analysis, project reports, newspaper articles. Making use of online support system: using applications like Grammarly for the improving the quality of writing, ChatGPT and other AI supports.	15
IV	Mechanics of History Writing Proof writing, editing, footnotes, indexing, citations, referencing and bibliography.	20

Texts / References	BIBLIOGRAPHY: 1. Tagore, Ravindranath. Creative unity: selected writing, Diamond Books. 2. Turk, Christopher and John Kirkman. Effective Writing. London and New York: Chapman & Hall. Indian Reprint 2003 3. Pinker, Steven. The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century. Penguin Books, Reprint edition ,2015 4. Seely, John. Oxford Guide to Effective Writing and Speaking. OUP 2nd edition, 2005 5. Atwood, Margaret. Negotiating with the Dead: A Writer on Writing. New York: Anchor, 2002. 6. Brohaugh, William. Write Tight: Say Exactly What You Mean with Precision and Power. 7. Pope, Rob. Creativity: Theory, History, Practice. London and New York: Routledge, 2009. 8. Collingwood, R. G. 1989. The Written World: Reading and Writing in Social Contexts. New York: Harper Collins. 9. Marius, Richard, and Melvin E. Page. 2010. A Short Guide to Writing About History, 7th ed. New York: Longman.
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SemesterIV

HISMJ41(Major)

Course Title	HISMJ41: History of Modern East Asia			
Category of Course ⁷	Major / Minor/ Minor(Vocational)/ SEC/ AEC/ VAC/ MD/ Internship/ Dissertation (Tick any one of the above)			
Credits ⁸ & Hour of Teaching		Theory	Practical	Cumulative
	Credits	4		
	Hour of Teaching (Total)	60		
Course Objectives (not more than 100 words)	This course is designed to prepare students to develop an understanding of the history of modern East Asia. This will enable them to understand the complex issues which have shaped the history of China, Japan, and Korea.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content	Hr. of Teaching		
I	Unit I The Great Divergence Debate; Introduction to pre-modern China, Korea, and Japan; Key concepts: Land, Politics, and Culture.	15		
II	Unit II The Opium Wars and the Unequal Treaty System; Reforms in the Treaty Century; History of Resistance: the Taiping Rebellion to the Boxer Rebellion; Emergence of Nationalism: Key events and debates. Rise of the Communist Party; Internal conflicts and wars; Second Sino-Japanese War and the Communist Revolution; China after Revolution: key events and debates.	15		
III	Unit III Collapse of Tokugawa rule and the Meiji Restoration; Meiji modernization: Constitution, economy, culture, politics, and society. Japanese imperialism: relations with China, Korea, Russia, and other Great Powers till the 1920s. Post Meiji Crisis: fifteen years war; Allied Occupation: Reforms and Reconstruction.	15		
IV	Unit IV	15		

⁷SEC–Skill Enhancement Course; AEC–Ability Enhancement Course; VAC–Value Added Course; MD – Multidisciplinary Course

	The old order and institutional decay: Joseon Korea; Korea's interactions with the Western Powers and Korea's unequal treaties with Japan; Reforms in Korea; Japan's Colonization; March First Movement; the growth of Korean nationalism and its transformation, 1910-45; Post-war changes.	
Texts / References	George Allen, <i>A Short Economic History of Japan</i>. G. Beasley, <i>The Modern History of Japan</i>. Jean Chesneaux, et al, <i>China from Opium War to 1911 Revolution</i>. Jean Chesneaux, et al, <i>China from the 1911 Revolution to Liberation</i>. Tan Chung, <i>Triton and Dragon: Studies on the Nineteenth Century China and Imperialism</i>. John K. Fairbank, et al., <i>East Asia: Modern Transformation</i> Mikiso Hane, <i>Modern Japan: A Historical Survey</i>. Y. Immanuel Hsu, <i>The Rise of Modern China</i>. Chalmers A. Johnson, <i>Peasant Nationalism and Communist Power: The Emergence of Red China, 1937 – 1945</i>. Michael J. Seth, <i>A concise history of Modern Korea</i>, Rowman and Littlefield, 2009	
Learning Outcomes (not more than 100 words)	The course expects students' basic understanding of the modern history of China, Japan, and Korea. It expects them to develop how various factors shaped the history of the region called Modern East Asia.	

HISMJ42

Course Title	History of Europe (1453-1815) HISMJ42			
Category of Course ¹	Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits ² & Hour of Teaching		Theory	Practical	Cumulative
	Credits	4		
	Hour of Teaching (Total)	60		
Course Objectives (not more than 100 words)	The discipline of history as a global phenomenon emerges out from the sociocultural and intellectual experience of European milieu grappling the issue of holistic civilizational progress. The anthropocentric <i>Clio</i> as a secular subject sought to have gain new currency with the application of scientific inquiry in yielding place to new possibility and scope. The understanding of the element of European history thus become indispensable to familiarize the one self with the universal value and apotheosis. The core purpose of this course is to explain the nature of events in their pathological background to logical ramification by interlinking a range of forces that were at work. The transition from feudalism to capitalism, traditional Hindu system to modern banking system, practice of rigid Catholicism to free Protestantism, Luddism to industrial advancement and revisionism to rational outlook are all well documented as a historical legacy which will certainly enlighten the student to understand the process of social formation, cultural dynamics and the power matrix of politics.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content	Hr. of Teaching		
I	Renaissance: Social Roots, Humanism and its influence on Art and Culture. Reformation: Origin, Course and Results, Counter Reformation, Thirty Years Wars: Significance.	15		
II	Colonial Expansion, Discovery of New Sea Routes, Economic Transformation: Mercantile, Commercial and Financial Development.	15		

¹SEC–Skill Enhancement Course; AEC–Ability Enhancement Course; VAC–Value Added Course; MD – Multidisciplinary Course

²1 Credit (Theory)=15 Hours; 1 Credit (Practical)=30 Hours

III	England in 17th century and transition to Constitutional Monarchy, Scientific Advancement, Industrial Development and the transformation of European economy in 17th and 18th century.	15
IV	Philosophical and General Background to Outbreak of French Revolution in 1789, causes, courses and Napoleon Bonaparte.	15
Texts / References	BIBLIOGRAPHY: H.L.SinghandR.B.Singh:AadhunikEuropeKaItihas1453-1789 Ferdinand Schevill: A History of Modern Europe C.J.H. Hayes: Cultural and Political History of Europe Vol. 1(1500-1830) G.W. Southgate: A Text Book of Modern European History (1643-1781) David Ogg: Europe in 17th Century H.A.L Fisher: A History of Europe Robinson & Beard: Europe in Renaissance and Reformation. The New Cambridge Modern History: Vol. I-V, VI, XIV Acton: Lectures of Modern History Parth Sarthi Gupta (ed.): Aadhunik Paschimka Uday Minakshi Phukan: Rise of Modern West Arvind Sinha: Europe in Transition: From Feudalism to Industrialization Roger Chartier: The Cultural Origins of the French Revolution	
Learning Outcomes (not more than 100 words)	The study of European history not only confine to its geography but also encapsulates the plethora of global concerns such as Islam, Judaism, Christianity, print culture, financial transaction, scramble for power and market and burgeoning of modern intellectual ideas and human aspirations which form the integral part of all global historical approach. The concepts and discourses taught through this course would enlarge the scope to understanding of evolution of modern human society and knowledge system. The Eurocentric historic approach with its anglophone outlook is critical to the understanding of the all-global phenomenon.	

HISMJ43(Major)

Course Title	HISMJ43:Ageof Revolutions			
Category of Course ¹	Major			
Credits ² & Hour of Teaching		Theory	Practical	Cumulative
	Credits			4
	HourofTeaching(Total)			60
Course Objectives (not more than 100 words)	The discipline of history as a global phenomenon emerges out from the sociocultural and intellectual experience of European milieu graph in the issue of holistic civilizational progress. The anthropocentric <i>Clio</i> as a secular subject sought to have gain new currency with the application of scientific inquiry in yielding place to new possibility and scope. the understanding of the element of European history thus become indispensable to familiarize the one self with the universal value and apotheosis. The core purpose of this course is to explain the nature of events in their pathological background to logical ramification by interlinking a range of forces that were at work. The transition from feudalism to capitalism, traditional Hundi system to modern banking system, practice of rigid Catholicism to free Protestantism, Luddism to industrial advancement and revisionism to rational outlook are all well documented as a historical legacy which will certainly enlighten the student to understand the process of social formation, cultural dynamics and the power matrix of politics.			
Course Content	The course content be divided into minimum 3 Unit to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content	Hr. of Teaching		
I	The English Revolution The Glorious Revolution and the Bill of Rights. Key historical interpretations	20		
II	The American Revolution The American War of Independence, its causes and impact; Impact on women, slaves, and native Americans.	10		

¹SEC–Skill Enhancement Course; AEC–Ability Enhancement Course; VAC–Value Added Course; MD – Multidisciplinary Course

²1 Credit (Theory)=15 Hours; 1 Credit (Practical)=30 Hours

III	The French Revolution Major phases of the Revolution; Intellectual and Social origins of the Revolution; Revolution and peasantry; Revolution and culture.	10
IV	The Russian Revolution Background to the Russian Revolution (1917). Causes of the Revolution. Lenin and the Peasant Question; New Economic Policy.	20
Texts / References	BIBLIOGRAPHY: H.L.Singh and R.B.Singh: Aadhunik Europe Kaitihas 1453-1789 Ferdinand Schevill: A History of Modern Europe C.J.H. Hayes: Cultural and Political History of Europe Vol. 1 (1500-1830) G.W. Southgate: A Text Book of Modern European History (1643-1781) David Ogg: Europe in 17th Century H.A.L.Fisher: A History of Europe Robinson & Beard: Europe in Renaissance and Reformation. The New Cambridge Modern History: Vol. 1-V, VI, XIV Acton: Lectures of Modern History Parth Sarthi Gupta (ed.): Aadhunik Paschimka Uday Minakshi Phukan: Rise of Modern West Arvind Sinha: Europe in Transition: From Feudalism to Industrialization Roger Chartier: The Cultural Origins of the French Revolution	
Learning Outcomes (not more than 100 words)	Learning Outcome of The Study: The study of European history not only confine to its geography but also encapsulates the plethora of global concerns such as Islam, Judaism, Christianity, print culture, financial transaction, scramble for power and market and burgeoning of modern intellectual ideas and human aspirations which form the integral part of all global historical approach. The concepts and discourses taught through this course would enlarge the scope to understanding of evolution of modern human society and knowledge system. The Eurocentric historic approach with its anglophone outlook is critical to the understanding of the all-global phenomenon.	

Course Title	HISMJ44: Twentieth Century and New World Order			
Category of Course ⁹	Major			
Credits ¹⁰ & Hour of Teaching		Theory	Practical	Cumulative
	Credits	4		4
	Hour of Teaching (Total)	60		
Course Objectives (not more than 100 words)	The objectives of this course is to provide students with a deep understanding of the key historical events, ideas, and forces that shaped the late 19th and 20th centuries. By exploring topics like the rise of liberalism and nationalism, the unification of Germany and Italy, the evolution of capitalism, the impact of imperialism, the world wars, and the Cold War, students will gain insight into how these events influenced the modern world. The course aims to foster critical thinking, encouraging students to connect past events with current global issues, and to develop a nuanced perspective on the complex interplay of politics, economics, and society.			
Course Content	The course content be divided into 4 Units along with defined hour of teaching for each unit.			
Unit s	Course Content			Hr. of Teaching
I	19th Century Foundations and Imperialism ➤ The Rise of Liberalism and Nationalism in Europe 1. <i>The Enlightenment and Its Impact on Political Thought</i> 2. <i>The French Revolution: Liberal Ideals and Nationalism</i> 3. <i>19th Century Revolutions: 1820, 1830, and 1848</i> 4. <i>The Role of Intellectuals and Nationalist Movements</i> ➤ Unification of Germany and Italy 1. <i>The Role of Realpolitik in German Unification: Otto von Bismarck</i> 2. <i>The Struggles for Italian Unification: Giuseppe Mazzini, Garibaldi, and Count Cavour</i> 3. <i>The Austro-Prussian and Franco-Prussian Wars</i> 4. <i>The Impact of Unification on European Balance of Power</i> ➤ Growth of Capitalism and Economic Changes in the UK, Germany, and Japan 1. <i>The Industrial Revolution in the UK: Innovations and Social Changes</i> 2. <i>Industrialization in Germany: The Role of Banking and Heavy Industry</i>			15

⁹SEC– Skill Enhancement Course; AEC– Ability Enhancement Course; VAC– Value Added Course; MD – Multidisciplinary Course

¹⁰1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	3. <i>The Meiji Restoration: Industrialization and Modernization of Japan</i> 4. <i>Comparative Analysis: Economic Changes in Europe and Japan</i> ➤ Theories of Imperialism 1. <i>The Economic Motivations Behind Imperialism</i> 2. <i>Lenin's Theory of Imperialism: Capitalism's Highest Stage</i> 3. <i>J.A. Hobson's Critique of Imperialism: Economic and Moral Perspectives</i> 4. <i>The "New Imperialism" of the Late 19th Century: Colonial Expansion in Africa and Asia</i>	
II	The World Between the Wars ➤ The Russian Revolution 1. <i>Causes of the 1917 Revolution: Social, Economic, and Political Factors</i> 2. <i>The Bolshevik Revolution: Lenin and the Establishment of the Soviet Union</i> 3. <i>War Communism and the New Economic Policy (NEP)</i> 4. <i>Stalin's Rise to Power and Socialist Policies</i> ➤ The First World War and its Aftermath 1. <i>Causes of World War I: Alliance Systems, Nationalism,</i> 2. <i>The Treaty of Versailles: Terms, Consequences, and Controversies</i> 3. <i>The League of Nations: Formation, Aims, and Reasons for Failure</i> 4. <i>The Concept of Collective Security: Successes and Limitations</i> ➤ The Great Depression and the New Deal in USA 1. <i>Causes and Global Impact of the Great Depression</i> 2. <i>The New Deal: FDR's Economic and Social Policies</i> 3. <i>The Depression's Effect on Global Trade and Political Stability</i> 4. <i>Responses to the Great Depression in Europe and Asia</i> ➤ The Rise of Totalitarianism: Fascism, Nazism, and Militarism 1. <i>The Ideological Foundations of Fascism and Nazism</i> 2. <i>The Rise of Mussolini in Italy and Hitler in Germany</i> 3. <i>Militarism in Japan: The Invasion of Manchuria and China</i> 4. <i>The Road to World War II: Key Events and Alliances</i>	15

III	Post-World War II and Emerging Order ➤ Origins, Course, and Results of World War II 1. <i>Causes of World War II: Treaty of Versailles, Expansionist Policies, and Failures of the League of Nations</i> 2. <i>The Holocaust: Genocide and Human Rights Violations</i> 3. <i>The War's End: Hiroshima, Nagasaki, and the Surrender of Axis Powers</i> 4. <i>Post-War Consequences: Nuremberg Trials, Redrawing of Borders.</i> ➤ Formation of the United Nations and the Emergence of the Third World 1. <i>The Atlantic Charter and the Establishment of the United Nations</i> 2. <i>The UN's Role in Promoting Peace and Development</i> 3. <i>Decolonization and the Rise of the Third World: Africa, Asia, and the Middle East</i> 4. <i>The Bandung Conference and the Non-Aligned Movement</i> ➤ Post-War Reconstruction and the Cold War 1. <i>The Marshall Plan: Economic Recovery of Europe</i> 2. <i>The Truman Doctrine: Containment of Communism</i> 3. <i>The Formation of the Eastern Bloc: Soviet Influence in Eastern Europe</i> 4. <i>NATO and the Warsaw Pact: Military Alliances of the Cold War</i> ➤ Cold War Conflicts and Ideological Struggles 1. <i>The Origins of the Cold War: Ideological Differences Between the US and USSR</i> 2. <i>The Korean War: Causes, Course, and Consequences, and The Vietnam War: The Domino Theory and US Involvement</i> 3. <i>The Cuban Missile Crisis: A Brink of Nuclear War</i> 4. <i>The Space Race and the Arms Race: Technological and Military Competition</i>	15
IV	Post-Cold War Dynamics ➤ The End of the Cold War 1. <i>Gorbachev's Reforms: Glasnost and Perestroika</i> 2. <i>The Fall of the Berlin Wall: Symbolism and Reality</i> 3. <i>The Disintegration of the USSR: Causes and Global Impact</i> 4. <i>Transition to Capitalism in Eastern Europe and Russia</i> ➤ Regionalism and Integration in South and Southeast Asia 1. <i>SAARC: Objectives, Achievements, and Challenges</i>	

	2. <i>ASEAN: Economic Cooperation and Political Stability</i> 3. <i>BIMSTEC: Regional Cooperation Across South and Southeast Asia</i> 4. <i>The Impact of Regionalism on Asia's Economic and Political Landscape</i> ➤ Globalization and its Impact 1. <i>The Economic Impact of Globalization: Trade, Technology, and Labor Markets</i> 2. <i>Social and Cultural Aspects: The Spread of Ideas, Media, and Migration</i> 3. <i>The Fight Against Apartheid and the Role of Global Pressure</i> 4. <i>The Rise of Feminism: Women's Rights Movements Globally</i> ➤ International Terrorism and Global Security 1. <i>The Rise of International Terrorism: Key Events and Groups</i> 2. <i>US Involvement in Iraq: Causes, War, and Aftermath</i> 3. <i>The War on Terror: Global Strategies and Controversies</i> 4. <i>The Impact of Globalization on Security: Cyber Threats, Surveillance, and Privacy</i>	15
Texts / References	➤ William R. Keylor, <i>The Twentieth-Century World: An International History</i> (1984): A comprehensive overview of international history throughout the century. ➤ Felix Gilbert, <i>The End of the European Era, 1890 to the Present</i> (1984): Examines the decline of European dominance and the rise of new global powers. ➤ Paul Johnson, <i>Modern Times: The World from the Twenties to the Eighties</i> (1983): Offers episodic yet insightful perspectives on global events from the 1920s to the 1980s. ➤ Hobson, J. A. (2011). <i>Imperialism</i>. Cambridge University Press. ➤ Lenin, V. (1917). <i>Imperialism, the highest stage of capitalism</i>. ➤ René Albrecht-Carrié, <i>A Diplomatic History of Europe Since the Congress of Vienna</i> (1973): Surveys European diplomacy from the 19th century to the modern era. ➤ Luigi Albertini, <i>The Origins of the War of 1914</i> (1952-57): A seminal work on the causes of World War I. ➤ Gerd Hardach, <i>The First World War, 1914–1918</i> (1977): Detailed exploration of the war years. ➤ Harold Nicolson, <i>Peacemaking, 1919</i> (1933): Valuable memoir on the Paris Peace Conference. ➤ E. H. Carr, <i>The Bolshevik Revolution, 1917-1923</i>. Vol. 1-3, Macmillan, 1950-1953. ➤ Arno J. Mayer, <i>Politics and Diplomacy of Peacemaking: Containment and Counterrevolution at Versailles</i> (1967): Analyzes the aftermath of World War I and the peace treaties. ➤ Raymond J. Sontag, <i>A Broken World, 1919–1939</i> (1971): Examines the interwar period and the lead-up to World War II.	

	➤ Charles S. Maier, <i>Recasting Bourgeois Europe</i> (1975): Discusses European stabilization efforts in the 1920s. ➤ A. J. P. Taylor, <i>The Origins of the Second World War</i> (1961): A controversial but influential analysis of the factors leading to WWII. ➤ Gerhard L. Weinberg, <i>The Foreign Policy of Hitler's Germany</i> (1970, 1980): Detailed study of Nazi diplomacy and its role in starting WWII. ➤ Llewellyn Woodward, <i>British Foreign Policy in the Second World War</i> (1962–70): Extensive examination of British foreign policy during WWII. ➤ George F. Kennan, <i>Memoirs</i> (1967–72): Insights from one of the key architects of U.S. Cold War policy. ➤ El-Ayouty, Y. (2012). <i>The United Nations and decolonization: the role of Afro—Asia</i>. Springer Science & Business Media. ➤ Walter A. McDougall, <i>The Heavens and the Earth</i> (1985): Analysis of space age politics during the Cold War. ➤ Arthur M. Schlesinger, Jr., <i>A Thousand Days</i> (1965): Focuses on John F. Kennedy's presidency and its impact on Cold War diplomacy. ➤ William S. Turley, <i>The Second Indochina War</i> (1986): A concise history of the Vietnam War. ➤ Timothy Garton Ash, <i>The Magic Lantern</i> (1990): Chronicles the fall of communism in Eastern Europe. ➤ Michael Pugh and Phil Williams (eds.), <i>Superpower Politics: Change in the United States and the Soviet Union</i> (1990): Analyzes the transition in superpower relations from the Cold War to the post-Cold War era. ➤ Freeman Dyson, <i>Weapons and Hope</i> (1984): Discusses nuclear weapons and their impact on global security. ➤ Curt Gasteyger, <i>Searching for World Security</i> (1985): A study on global armament and disarmament efforts. ➤ Sridharan, K. (2007). <i>Regional Cooperation in South Asia and Southeast Asia</i>. Institute of Southeast Asian Studies. ➤ Stiglitz, J., & Pike, R. M. (2004). <i>Globalization and its Discontents</i>. ➤ Nacos, B. L. (2023). <i>Terrorism and counterterrorism</i> (Seventh edition). Routledge Taylor & Francis Group.
Learning Outcomes (not more than 100 words)	Having completed this course, students will gain a deep and critical understanding of the key historical events and ideologies that have profoundly influenced the evolution of Contemporary world and emerging World order. With this given theme of World history, students will be able to analyse the forces behind the rise of nations, the spread of ideologies, and the complex interplay of global power. Students will be in a position to comprehend these historical events of contemporary challenges, gaining the insight needed to see how the past informs our present and shapes our future. This course will inspire them to use history as a tool for thoughtful engagement with the world, empowering them to navigate and influence the global issues of our time with greater awareness.

HISMN41

Course Title	History of Europe (1453-1815) HISMN41				
Category of Course ⁵	Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)				
Credits ⁶ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4			
	Hour of Teaching (Total)	60			
Course Objectives (not more than 100 words)	The discipline of history as a global phenomenon merges out from the sociocultural and intellectual experience of European milieu graph in the issue of holistic civilizational progress. The anthropocentric <i>Clio</i> as a secular subject sought to have gain new currency with the application of scientific inquiry in yielding place to new possibility and scope. the understanding of the element of European history thus become indispensable to familiarize the one self with the universal value and apotheosis. The core purpose of this course is to explain the nature of events in their pathological background to logical ramification by interlinking a range of forces that were at work. The transition from feudalism to capitalism, traditional Hindi system to modern banking system, practice of rigid Catholicism to free Protestantism, Luddism to industrial advancement and revisionism to rational outlook are all well documented as a historical legacy which will certainly enlighten the student to understand the process of social formation, cultural dynamics and the power matrix of politics.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content			Hr. of Teaching	
I	Renaissance; Concepts, Arts; Humanism Reformation and Counter- Reformation.			15	
II	The Glorious Revolution;- Major Issues, Bill of Rights.			15	
III	American War of Independence;- Political and Economic Issues and Significance.			15	

⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

IV	The French Revolution; Causes and Nature. Napoleon Bonaparte; Expansion and Downfall.	15
Texts / References	BIBLIOGRAPHY: H.L.SinghandR.B.Singh:AadhunikEuropeKaItihas1453-1789 Ferdinand Schevill: A History of Modern Europe C.J.H. Hayes: Cultural and Political History of Europe Vol. 1(1500-1830) G.W. Southgate: AText Book of Modern European History (1643-1781) DavidOgg:Europein17thCenturyH.A.LFisher:AHistoryofEurope Robinson & Beard: Europe in Renaissance and Reformation. TheNewCambridgeModemHistory:Vol.1-V,VI,XIV Acton: Lectures of Modern History ParthSarthiGupta(ed.):AadhunikPaschimkaUday Minakshi Phukan: Rise of Modern West ArvindSinha:EuropeinTransition:FromFeudalismtoIndustrialization Roger Chartier: The Cultural Origins of the French Revolution	
Learning Outcomes (not more than 100 words)	LearningOutcomeofTheStudy: The study of European history not only confine to its geography but also encapsulates the plethora of global concerns such as Islam, Judaism, Christianity, print culture, financial transaction,scrambleforpowerandmarketandburgeoningofmodernintellectualideasand humanaspirationswhichformtheintegralpartofallglobalhistoricalapproach.Theconcepts and discourses taught through this course would enlarge the scope to understanding of evolutionofmodernhumansocietyandknowledgesystem.TheEurocentrichistoricapproach with its anglophone outlook is critical to the understanding of the all-global phenomenon.	

HISMJ41A

Course Title	HISMJ41A: History of West Asia from mid-19th century to 1967 C.E.
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Category of Course ¹	Major /Minor/Minor(Vocational)/SEC/AEC/VAC/ MD/Internship/Dissertation (Tickanyoneoftheabove)			
Credits ² & Hour of Teaching		Theory	Practical	Cumulative
	Credits	4		
	HourofTeaching (Total)	60		
Course Objectives (notmore than 100 words)	Thiscourseisdesignedtopreparestudentstodevelopanunderstandingofthehistoryof West Asia. This will enable them to understand the complex issues which have shaped the history of Western Powers that were Tanzimat Era, Turkey, Kamal PashaPalestinian Problem etc.			
Course Content	Four Units			
Unit s	CourseContent			Hr.of Teaching
I	UnitI Political, Economic and Social Condition of West Asia in Mid-19th Century, Interest of Great Western Powers in West Asia			15
II	UnitII Tanzimat Era, Abdul Hamid's Policy of Reforms, Limitations, Young Turk Movement Programme and Actievements, Rise of Arab Nationalism. Causes and Result			15
III	UnitIII Turkey and First World War, Mandate System in West Asia after First World War, Iraq and Syria, Emergence of Kamal Pasha; Reforms and Achievements			15
IV	UnitIV Palestinian Problem, History and Development: Arab and Israel conflicts up to 1967; Growth of Anglo-French Imperialism in Egypt, Rise of Nationalism Causes and Results. Iran and Western Powers, Shah Raza Khan. Reforms and Achievements, Social Change West Asia, Impact of Westernization and Modernization; Oil policy; Salient features			15

Texts / References	● Bernard Lewis: The Emergence of Modern Turkey ● Sydney N Fisher: The Middle East ● George Kirk: Short History of the Middle East ● Wilham Yale: The Near East ● HE Wortham; Mustafa Kamal ● Henry A Foster Mustafa Kamal ● Erik J Zurrcher: Turkey, A Modern History ● M Rowlatt: Founders of Modern Egypt ● Alberts H Houran: Syria and Lebnan ● Stephen H Longrigg: Iraq (1900-1950) ● William Yale: The Near East ● P Sykes: History of Persia vol 1 ● Charles Issawi: Economic History of Middle East ● George Antonius: The Arab Awakening ● Hans Kohn: A History of Nationalism in the East ● George Lenczowski: The Middle East in the World Affairs ● Terald Kurland: Arab Israeli Conflict ● W. Lacqueur: A History of Zionism ● D. Wilbur: Iran; Past and Present
Learning Outcomes (not more than 100 words)	The course expects students basic understanding of the modern history of Western countries like, Turkey, Iraq, Iran, Arabs, Palestinian Problem etc. It expects them to develop how various factors shaped the history of the region called West Asia.

Agenda For The Board of Studies

Revised Syllabus B.A (Hons.) NEP, Semester:I - Semester: VI

Semester I			Credit	
S.N.	Paper	Subject	Credit	Status
1	Major	History of India- Ancient	4	
2	Minor	History of India- Ancient	4	
3	MD	The Early Concept of Bharat Varsha	3	
4	SEC	Heritage and Sustainable Development	3	

Semester II			Credit -	
S.N.	Paper	Subject	Credit	Status
1	Major	History of India- Medieval	4	
2	Minor	History of India- Medieval	4	
3	MD	Ancient Indian Polity and Political Thought	3	
4	SEC	Colonial Policy and Indian Culture (1765-1857)	3	

Semester III			Credit -	
S.N.	Paper	Subject	Credit	Status
1	Major	History of India 1740-1857	4	
2	Major	History of India 1858-1947	4	
3	~~Major~~ Minor	Social and cultural voices in British India	4	New Dr. B.K. Prasad
4	MD	Foundational Text of Indian Civilization	3	
	SEC	History of Development of Indian Constitution	3	

Semester -IV		14 Credit	+ 4 Minor	
S.N.	Paper	Subject	Credit	Status
1	Major	History of Modern East Asia I (China & Korea)	4	Modification
	OR	History of West Asia	4	

2	Major	History of Europe 1453-1815	4	
	OR	Indian Nationalisms	4	New
3	Major	Major Themes in Twentieth-century World History	4	Modification
	OR	India's Contact with wide World 600 BC – 1200 AD	4	
4	Major	Idea of India in Medieval Ages	2	New
	OR	History of Modern East Asia II (Japan)	2	New
5	Minor	History of Europe 1453 - 1815	4	

Semester – V				
S.N.	Paper	Subject	Credit	Status
✓ 1	Major	Environmental History of India	4	Modification Prof. M. Ranjan
2	Major	Ideas and Institution in Ancient India	4	New
	OR	Ideas and Institution in Medieval India	4	New Prof. Rakib Kalam
	OR	History of Ideas in Modern India	4	New Dr. J. L. Kaul
3	Major	History of India (600 A.D – 1200 B.C)	4	New Dr. A. K. Sonkar
	OR	History of Vijaynagar & Bahmani Kingdoms	4	New Prof. Rakib Kalam
4	Major	Introduction to Historical Methods	2	
5	Minor (Vocational)	Crafts, Industry and culture in Varanasi	4	Modification
	OR	Indian Knowledge system in Historical Prospective	4	

Semester – VI				
S.N.	Paper	Subject	Credit	Status
1	Major	Social and Cultural History of Modern India	4	
	OR	Society, Culture & Economic life in Medieval India	4	

	OR	Society, Culture & Economic life in Modern India	4	New
2	Major	History of Europe 1815-1945	4	
	OR	History of Modern South Asia	4	New
3	Major	Law and Society in Modern India	4	New
	OR	History of Modern Indian Revolutionaries	4	New
4	Major	Science and Technology in Ancient India	4	New
	OR	Science and Technology in Medieval India	4	New
	OR	Science and Technology in Modern India	4	New
5	Minor (Vocational)	History of Food & Taste	4	
	OR	Idea of Bharat in Historical Perspective	4	

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of History
Faculty of Social Sciences

Minor

Course Title	Marginal Voices During Colonial India (B.A.Sem-III)				
Category of Course ¹	~~Major~~ / Minor / Minor (Vocational) / ~~SEC~~ / ~~AEC~~ / ~~VAC~~ / ~~MD~~ / ~~Internship~~ / ~~Dissertation~~ (Tick any one of the above)				
Credits ² & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3+1			
	Hour of Teaching (Total)	60			
Course Objectives (not more than 100 words)	The nineteenth and twentieth centuries witnessed profound social and cultural transformations in India under British colonial rule. The encounter with colonialism generated new ideas about religion, caste, gender, education, identity, and nationhood, while also provoking diverse responses from different social groups. Anti-caste struggles, women's movements, tribal resistance, labour migration, and cultural nationalism collectively shaped the making of modern India. This course introduces students to these developments through multiple historiographical perspectives, emphasizing the experiences of different communities.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content				Hr. of Teaching
I	Colonialism and Socio-cultural Transformation: Indian society on the eve of British rule Colonialism and social transformation Orientalism and Anglicism English education Census, ethnography, and the construction of caste				15
II	Anti-Caste and Women's Movements: Jyotirao Phule and Satyashodhak Samaj; Narayana Guru and SNDP Movement; Periyar and the Self-Respect Movement; Dr. B. R. Ambedkar and the Dalit Movement; Temple Entry Movements Savitribai Phule; Pandita Ramabai; Tarabai Shinde; Bharat Stree Mahamandal; All India Women's Conference				15
III	Tribal Movements: Kol Rebellion; Santhal Hul; Birsa Munda's Ulgulan; Tana Bhagat Movement; Rampa Rebellion, Adivasi Mahasabha and Jaipal Singh Munda.				15
IV	Overseas Indian labour Migrations: Culture of migration, Indenture, Kangani, Mastry labour, Anti-Indenture movement in				15

	India	
Texts / References	BIBLIOGRAPHY: 1. Bandyopadhyay, Sekhar. <i>From Plassey to Partition and After</i>. (also in Hindi) 2. Sarkar, Sumit. <i>Modern India 1885–1947</i>. (also in Hindi) 3. Sarkar, Sumit. <i>Writing Social History</i>. (also in Hindi) 4. Bayly, C. A. <i>Indian Society and the Making of the British Empire</i>. 5. Brown, Judith M. <i>Modern India</i>. 6. Metcalf, Barbara D., and Thomas R. Metcalf. <i>A Concise History of Modern India</i>. 7. Omvedt, Gail. <i>Cultural Revolt in a Colonial Society</i>. 8. O'Hanlon, Rosalind. <i>Caste, Conflict and Ideology</i>. 9. Guha, Ranajit. <i>Elementary Aspects of Peasant Insurgency in Colonial India</i>. 10. Bates, Crispin. <i>Subalterns and Raj</i>. 11. Bernard S. Cohn. <i>Colonialism and Its Forms of Knowledge</i>. 12. Kumar, Ashutosh. <i>Coolies of the Empire</i> 13. Kumar, A and Varma, A. Girmitya Lives: Experience of Dalit Labourers under indenture, <i>South Asian Diaspora</i>, Vol. 18, No.1, 1–21. 14. आशुतोष कुमार, भारतीय राष्ट्रवाद वनाम गिरमिट प्रथा, प्रतिमान, वर्ष ५, अंक १० 15. आशुतोष कुमार, उत्तर भारत की प्रवास संस्कृति और गिरमिटिया मज़दूर, वर्ष ९, अंक १७ 16. वृज लाल, आशुतोष कुमार तथा योगेंद्र यादव, भूतलैन की कथा : गिरमिट के अनुभव, राजकमल, दिल्ली, २०१२ 17. Kiro, Santosh. <i>The Life and Times of Jaipal Singh Munda</i>. New Delhi: Prabhat Prakashan, 2018. 18. पंकज, अश्विनी कुमार. <i>मरड गोमके जयपाल सिंह मुंडा</i>. नई दिल्ली: प्रभात प्रकाशन, 2025। 19. चौबे, कमल नयन. “जयपाल सिंह मुंडा और आदिवासी राजनीति.” <i>प्रतिमान: समय, समाज, संस्कृति</i>, वर्ष 9, संयुक्तांक 17–18, जनवरी-दिसंबर 2021, पृ. 1–31। नई दिल्ली: वाणी प्रकाशन एवं विकासशील समाज अध्ययन पीठ (CSDS)।	
Learning Outcomes (not more than 100 words)	Learning Outcome of The Study: This course will make aware about the nature of social change during colonial India. It will also provide an opportunity to students to evaluate the contributions of marginalized communities to India's social and cultural transformation. It will also make aware the students that 19 th century colonialism also formed a great Indian labour diaspora who became now part of the host countries and society and how nowadays those diasporic people are searching their roots in India Finally it will also develop a critical thinking and historical writing skills using primary and secondary sources.	

¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Environmental History of India

Course Code HISMJ51

Credits 4

Course Type. Major

Semester. 5

Syllabus

- 1 • Environmental consciousness during Indus Valley Civilization: Perceptions about Nature, Planned urbanization, Drainage System, Waste Management.
 - Environmental protection during Vedic and Post-Vedic period: ethics of nature conservation.
 - Mauryan Rulers and Environmental protection.
 - Environmental consciousness during the post-Mauryan period
- II • Rulers of Delhi Sultanate and environment: protection and exploitation of natural resources.
 - Mughal Rulers and Environment: Conservation and destruction of Nature.
- III • Introduction of Forest policies in Colonial India.
 - Forest and Wild-life Management in Colonial India.
- IV • Environmental movements : Bishnoi movement, Chipko movement , 'Narmada Bachao Andolan'

Texts / References

Arnold, David, and Ramachandra Guha, eds. *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. New Delhi: Oxford University Press, 1995.

Gadgil, Madhav. *Ecological Journeys: The Science And Politics Of Conservation In India*. New Delhi: Permanent Black, 2001

Gadgil, Madhav, and Ramachandra Guha *This Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press, 2006.

Habib, Irfan. *Man and Environment: The Ecological History of India*, New Delhi: Tulia Books, 2010

Hays, Samuel P. *Explorations in Environmental History: Essays*. University of Pittsburgh Press, 1998.

Rajan, S Ravi *Modernizing Nature: Forestry and Imperial Eco-Development 1800-1950* New Delhi: Orient Longman, 2006

Rangarajan, Mahesh. ed. *Environmental Issues in India-A Reader* . New Delhi: Pearson, 2007.

Rangarajan, Mahesh, and K. Sivaramakrishnan, eds. *Shifting Ground: People, Animals, and Mobility in India's Environmental History*. New Delhi: Oxford University Press, 2014

Sheth, Pravin N. *Environmentalism: Politics, Ecology, and Development*, New Delhi: Rawat Publicationa, 1997

Singh, Vipul. *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. New Delhi: Primus Books, 2018.

Tucker, Richard P. *A Forest History of India*. New Delhi: Sage Publications, 2012

HISMJ52(Major)

Course Title	HISMJ52: Ideas and Institutions in Ancient India			
Category of course ¹	Major			
Credits ² and hours of teaching		Theory	Practical	Cumulative
	Credits	4 Credits		
	Hour of Teaching (Total)	60 Hour		
Course Objectives (Not more than 100 words)	Through the four sections, the course will discuss the development of states in ancient India from tribal societies to centralized empires. It will also explore key political institutions (Sabha, Samiti, Vidhata, Gana) and social structures (Varna, Jati, Ashrama). Further, concepts such as Rajya, Rashtra, Dharma, and Dhamma and their impact on governance will also be explored.			
Course Content	The content is divided into 4 units along with defined hours of teaching for each unit.			
Units	Course Content			Hr. of Teaching
I	Nature and Historical Development of the State in Ancient India: State Formation and evolution of states in ancient India from early tribal societies to complex kingdoms and empires, & key historical developments and the transition from small republics to large centralized states. Organic Unity of the State (Saptang) and its role in the stability and functionality of the state. Concepts of Rajya and Rashtra. Role and duties of the King, including the concept of Dharmaraja. Principles of statecraft, including Danda (punishment), Nyaya (justice), and Niti (policy). Concepts of Dharma (moral law) and Dhamma (Buddhist moral order) and their influence on governance. Rituals and significance of the Coronation Ceremony, and the Theocratic Ideas of Monarchy			15

II	Political Institutions Nature and roles of: Sabha and Samiti in early Vedic and later periods; Vidhata and Gana (Republic); the urban and territorial units of ancient India, including Paura and Janapada. Inter-state relationship: The Mandala Theory of statecraft; Use of espionage and intelligence in maintaining state security and strategic advantage;	15
III	Ancient Indian State and the 'Others': Antagonistic/collaborative dealings with non-mainstream groups or forest dwellers etc.; Sanskritization, Tribalization, and rise of the tribal kingdoms	15

IV	Social Institutions: The Varna, Jati, and Jana interrelationships; Nature and forms of slavery in ancient India; Ashrama System and its role in individual and social life; Purusharthas and their influence on personal and societal values; Significance of Samskaras such as marriage, and family rituals, and their role in shaping social and cultural norms.	15
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Texts/ References	1. A.L. Basham, <i>Aspects of Ancient Indian Culture</i>, 1996, Bombay. 2. <i>Cultural History of India</i>, 1975, Bombay. 3. <i>The Wonder that was India</i>, 1954, New York. 4. A.S. Altekar, <i>State and Government in Ancient India</i> (English and Hindi) 1949, Mumbai. 5. D.R. Bhandarkar, <i>Ancient History of India</i>, 1977, Delhi. 6. <i>Some Aspects of Ancient Hindu Polity</i>, 1925, Varanasi. 7. Himanshu Roy, MP., Singh, <i>Indian Political Thought</i>, 2017, Delhi. 8. K.P. Jayaswal, <i>Hindu Polity</i>, 1924, Patana. 9. Kumar Suresh Singh, <i>Tribal Society in India: An Anthropo-historical Perspective</i>, 1985, Delhi. 10. P.N. Prabhu, <i>Hindu Social Organization</i>, 1972, Bombay. 11. Ram Sharan Sharma, <i>Aspects of Political Ideas, and Institutions in Ancient India</i>, 1968, Patna. 12. U.N. Ghosal, <i>A History of Indian Political Ideas</i>, 1959, Bombay. 13. <i>Studies in Indian History and Culture</i>, 1975, Bombay.
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Course Code	
Credits	4
Department	Department of History
Course Type	Major
Semester	5

B.A. Hons History

Semester V- History of Ideas and Institutions in Medieval India

- Unit I Idea of Jurisprudence: Islamic Tradition: Concept of State, Kingship and Rule of Succession; Hindu Tradition: Dayabhaga and Mitakshara.
- Unit II Delhi Sultanate: Theory of Kingship, Nature of State, Concept of Zill-i-Ilahi, Role of Khalifa, Iranian Influence and its Ramification; Idea of State: Barani's Fatwa-i-Jahandari and Nizamuddi Tusi.
- Unit III Ideological Concepts of Mughal Historians, Abul Fazl's Idea of History, Sulh-i-Kul, Farr-i-Yazd, Insan-i-Kamil, Mahzar, Concept and Idea of Tauhid-i-Elahi, Farr-i-Yazdi. Concepts of Sufism and its various trends. Sufi Silsilas and their ideologies; Sufi and ulema.
- Unit IV Kabir: Source and Content of his Thought, Development of Kabir Panth; Raidas and his Teachings; Tulsidas: Life and Efforts for Revivalism; Ramacharitamans and its social impact.

Reading List:

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- Ahmad, A., 1969. *An Intellectual History of Islam in India*. Edinburgh: University Press.
- Ahmad, M.A., 1949. *Political History & Institutions of the Early Turkish Empire of Delhi (1206-1290)*. Reprint 1972. New Delhi: Oriental Books Reprint Corporation.
- Ahmad, M.A., 1975. *The Nature of Islamic Political Theory*. Karachi: Maaref.
- Anon, 1947. *Three Great Acharyas: Sankara, Ramanuja and Madhwa, Critical Sketches of Their Life and Times: An Exposition of Their Philosophical Systems*. 2nd ed. Madras: G.A. Natesan.
- Banerjee, A.C., 1982. *State and Society in Northern India, 1206 - 1526*. Calcutta: K. P. Bagchi.
- Banerjee, A.C., 1982. *State and Society in Northern India, 1206 - 1526*. Calcutta: K. P. Bagchi.
- Chand, T., 1636. *Influence of Islam on Indian Culture*. Reprint 2018. New Delhi: Aakar Books.
- Das, K.R., 1925. *Raja Todar Mal*. Calcutta: Saraswat Library.
- Digby, S., 1990. The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India. *Iran*, 28, pp.71–81. doi: 10.2307/4299836.
- Digby, S., 1990. The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India. *Iran*, 28, pp.71–81. doi: 10.2307/4299836.
- Eaton, R. M., 2009. Shrines, Cultivators, and Muslim 'Conversion' in Punjab and Bengal, 1300–1700', *The Medieval History Journal*, 12(2), pp. 191–220. doi: 10.1177/097194580901200202.
- Friedmann, Y., 1971. *Shaykh Ahmad Sirhindi: An Outline of His Thought and a Study of His Image in the Eyes of Posterity*. Montreal and London: McGill-Queens University Press.

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- Goitein, S.D., 1966. *Studies in Islamic History and Institutions*. Leiden: E. J. Brill
- Goitein, S.D., 1966. *Studies in Islamic History and Institutions*. Leiden: E. J. Brill.
- Grewal, J.S., 1969. *Guru Nanak in History*. Chandigarh: Publication Bureau, Panjab University.
- Habib, I. ed., 1992. *Medieval India I Researches in the History of India 1200-1750*. New Delhi: Oxford University Press.
- Habib, M., 1952. *Introduction to Elliot & Dowsons History of India (Vol. II)*. Aligarh: Cosmopolitan.
- Habib, M., 1981. *Politics and Society during the Early Medieval Period: Collected Works of Professor Mohammad Habib*. Edited by K.A. Nizami. New Delhi: People's Pub. House.
- Lal, K.S., 1966. *Studies in Medieval Indian History*. Delhi: Ranjit Printers & Publishers.
- Lal, K.S., 1966. *Studies in Medieval Indian History*. Delhi: Ranjit Printers & Publishers.
- Nabi, M.N., 1962. *Development of Muslim Religious Thought in India: From 1200 AD to 1450 AD*. Aligarh: The Aligaeh Muslim University Press.
- Nizami, K.A., 1961. *Some Aspects of Religion and Politics in India during the Thirteenth Century*. Delhi: Idarah-i Adabiyat-i Delli.
- Pande, S., 1982. *Birth of Bhakti in Indian Religions and Art*. New Delhi: Books & Books.
- Qaisar, A.J., 1982. *The Indian Response to European Technology and Culture (A.D. 1498-1707)*. Delhi: Oxford University Press.
- Rizvi S.A.A., 1978. *A History of Sufism in India*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Rizvi, S.A.A., 1965. *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries*. Reprint 1995. New Delhi: Munshiram Manoharlal.
- Rizvi, S.A.A., 1975. *Religious and Intellectual History of the Muslims in Akbars Reign, with Special Reference to Abu'l Fazl, 1556-1605*. New Delhi: Munshiram Manoharlal Publishers.
- Sanyal, U., 1996. *Devotional Islam and Politics in British India: Ahmed Riza Khan Bareilwi and his movement, 1870-1920*. Reprint 2010. Delhi: Yoda Press.
- Sarkar, J., 1932. *Chaitanyas Life and Teaching: From His Contemporary Bengali Biography the Chaitanya-Charitāmṛta*. Reprint 1988. Calcutta: Orient Longman.
- Schimmel, A., 1975. *Mystical Dimensions of Islam*. Reprint 1996. Chapel Hill: University of North Carolina Press.
- Schimmel, A., 1980. *Islam in the Indian Subcontinent*. Translated from French (2003). Lahore: Sang-e-Meel Publications.
- Sharma, S.R., 1940. *The Religious Policy of the Mughal Emperors*. Reprint 1988. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Westcott, G.E., 1907. *Kabir and the Kabir Panth*. Reprint 1953. Calcutta: S. Gupta.

Name	History of Vijaynagar and Bahmani Kingdoms
Course Code	

Dr. J. L. Kau

B.A. (Hons.) V Semester

History of Ideas in Modern India

Unit (1) Colonialism & Emergence of new political ideas: Orientalism, Utilitarianism, Liberalism, Socialism, Democracy, Nationalism

Unit (2) Communalism and Secularism, Crystallisation of Identity and Community politics - as ingredients of democratic process

Unit (3) Ideas of Dissent/Protest: Constitutional Opposition – Dadabhai Naoroji, Bal Krishna Gokhale; Swadeshi and Boycott Movement; Passive Resistance, Satyagraha, Civil Disobedience etc.; Total Revolution

Unit (4) Gandhian social and economic philosophy, Its source, ideas on religion, civilisation, education, social reform, emphasis on women's rights, Harijan uplift and struggle against casteism, Sarvodaya and Bhoodan Movement; Integral Humanism and Radical Humanism

Books :

G.D. Bearce, *British Attitudes towards India*

Eric Stokes, *The English Utilitarian and India*

M.K. Gandhi, *Hind Swaraj*

Ravindra Kumar (ed.), *Essays on Gandhian Politics*

B.R. Nanda, *The Indian Moderates and the British Raj*

Partha Chatterjee, *Nationalist Thought and the Colonial World*

K.N Pannikar, *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*

M.N. Roy and G.P. Bhattacharya, *Radical Humanism*

Sudipta Karaj and Sunil Khilnani (ed.), *Civil Society: History and Possibilities*

Bhikku Parekh, *Colonialism, Tradition and Reforms: An analysis of Gandhi's political discourses*

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP2020)
Department of History Faculty of Social Sciences

Course Title	History of India (600-1200 EC)			
Category of Course	Major/Minor (Vocational)/SEC/AEC/VAC/MD/Internship/Dissertation (Tick any one of the above)			
Credits and hours of teaching		Theory	Practical	Cumulative
	Credits	4 Credits		
	Hour of Teaching (Total)	60 Hour		
Course Objectives (Not more than 100 words)	This paper focuses on the history of India from 600 CE to 1200 CE, examining the dynasties of North and South India along with their literature, art, and architecture. Additionally, it covers foreign invasions and their impacts, and through the light on the feudal system, thereby facilitating a comprehensive understanding of this period.			
Course Content	The content is divided into 4 units along with defined hour of teaching for each unit.			
Unit	Course Content			Hours of teaching
1	Sources of Early Medieval period; Literary, Archaeological and Foreign traveller's accounts Concept of early medieval period; Emergence of Rajput's: Theories of Origin; The Arab Invasion of Sindh: Causes and Effects. Struggle for Supremacy over Kannauj between Pratiharas, Palas and Rashtrakutas.			15
2	Rule of the Palas: Dharmapal, Devapalas; Palas as Patrons of Buddhism; Paramars of Malwa: Bhoja and his Contribution to Various Fields; Chandellas of Bundelkhand: Dhang, Vidyadhar; Contribution of Indian Architecture. Chalukayas of Gujrat; Patronage of Jainism.			15
3	Gahadvalas; Govindachandra, Jayachandra; Chauhanas of Shakambhari: Prithviraj III; Polittical conflicts and war of tarain I, II; Invasion of Mahmood of Ghazni & Mohammad Ghorī: Impact of the Invasion.			15
4	Pallavas: Mahendravarman I, Narasimhavarman II; Aryanization of South during the Pallava Period. Cholas: Emergence and Early History: Rajaraj I, Rajendra; Contribution of Architecture & Administration; Emergence of Feudal Order during Early Medieval Period: Major Debates; Idea of Greater India.			15

Credits	4
Department	Department of History
Course Type	Major
Semester	5

B.A. Hons History

B. A. Hons. NEP Semester V,

Major. 3. OR

History of Vijaynagar and Bahmani Kingdoms

Unit 1. Political Process and the Structure of Politics

- Political Formation in Early Medieval Deccan
- Kakatiya: Polity and Society
- Administrative Apparatus & Nature of State: Continuity & Change

Unit II Vijayanagara Empire

- Foundation and Expansion of empire
- State and Administration: Administrative structure and nature of state.
 - Society, Economy, culture and trade.
- Art & Architecture

Unit III. Bahmani Kingdom

- Foundation and Expansion of empire.
- State and Administration: Administrative structure and nature of state.
 - Society, economy, Culture and trade.
- Art & Architecture

Unit IV Regional Formations in the Deccan

- Deccani Sultanates: Ahmadnagar, Bijapur, Golconda, Bidar and Berar.
- Society, Economy and Deccani Culture

Bibliography

- Athar Ali, M, Mughal India: Studies in Polity, Ideas, Society and Culture, India: OUP, 2006
2. Basham, A.L., The Wonder That Was India, vol. I, India: Picador, 2019.
3. Brown, Percy: Indian Painting under the Mughals A.D. 1550 to A.D. 1750, New Delhi: Gyan Publications, (Re-print 2024).
4. Habib, Irfan & Thakur, Vijay Kumar: The Vedic Age, New Delhi: Tulika, 2016.
5. Lorenzon, D.N., Bhakti Religion in North India: Community, Identity and Political Action, New Delhi: Manohar Publishers, 2002.
6. Nizami, K.A. (ed.), Politics and Society During the Early Medieval Period: Collected Works of Mohammad Habib, 2 Vols., Aligarh: People's Publishing House, 1974.
7. Ray, Aniruddah, The Sultanate of Delhi (1210-1526): Polity, Economy, Society and Culture, India: Routledge, 2019
8. Roy, Kumkum (ed.), Women in Early Indian Societies, New Delhi: Manohar Publishers, 2011.
9. Sahu, B.P. & Veluthat, Kesavan, Society and Culture in Post-Mauryan India, C. 200 BCAD 300, New Delhi: Tulika, 2015.

10. Sharma, R.S., Material Culture and Social Formations in Ancient India, 2nd edition, Delhi: Macmillan, 2007.
11. Sharma, R.S., Sudras in Ancient India: A Social History of Lower Order down to circa A.D. 600, New Delhi: Motilal Banarsidass, 3rd revised, 2016.
12. Thapar, Romila: Ancient Indian Social History: Some Interpretations, Hyderabad: Orient Longman, 1979.

Name	Society, Culture and Economic Life in Medieval India
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HISMJ54(Major)

Course Title	HISMJ54:IntroductiontoHistoricalMethods			
Category of Course ¹	Major			
Credits ² & Hour of Teaching		Theory	Practical	Cumulative
	Credits			2
	Hour of Teaching (Total)			30
Course Objectives (not more than 100 words)	Like any other discipline history also has its own research methods to advance the cause of historical research by incorporating all the developments of inquiry models. Though history is largely being shaped by the intellectual effort of the historian, but he or she will not do it on their own as a matter of mental construct. Every line of historical information is verified by appropriate sources and wherever it is necessary adequate corroboration is also done. The job of historian is that of flute making rather than drill operation. There by giving utmost importance to every minute details as the part of history writing. Our main concern in this course is to expose the student to recognize the nuance method of history writing which is fundamental to enjoying reading researching in history. In this age of postmodernism, history has manages to retain its intellectual identity primarily because of its rigorous method of authenticating every information that it handles. Doing research is like culling information from the piles of the rubles.			
Course Content	The course content be divided into minimum 3 Unit to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching
I	History: Definition of Historical Concepts Introducing E.H. Carr's 'What is History'			8
II	Understanding of Historical Research, its methods, and mechanics. Purpose and Significance of History			7
III	Sources for the study of History: Primary and Secondary: Textual, Material, Digital, Oral Historical Methods.			7
IV	Sources for the study of Indian History- Ancient, Medieval, Modern and Contemporary, Significance and Purpose of History.			8

HISMV51(Minor Vocational)

Course Title	HISMV51:Art,IndustryandCultureof Varanasi			
Category of course ¹	Minor(Vocational)/			
Credits ² and hours of teaching		Theory	Practical	Cumulative
	Credits	4Credits		4Credits
	Hour of Teaching (Total)	60Hours		60Hours
Course Objectives (Not more than 100 words)	The Purpose of the course "Craft Industry and Culture in Kashi" is to provide students with a comprehensive understanding of Kashi's unique craft traditions, such as Banarasi silk weaving, wooden toy-making, and metal crafts. The course aims to explore the historical and cultural significance of these crafts, their role in local and global markets, and the socio-economic challenges faced by artisans. Further, the course seeks to inspire students to engage in the preservation and promotion of Kashi's craft heritage through sustainable practices, innovative approaches, and entrepreneurial initiatives, ensuring the continuation of these traditions in the present Time.			
Course Content	The content is divided into 4 units along with defined hours of teaching for each unit.			
Units	Course Content			Hr. of Teaching
I	History & Geography of Kashi. Craft: Meaning, Definition & History. Craft Review: Literature, Oral, Tradition & Customs.			15
II	Major Craft of Kashi: Stone, Textile, Terracotta, Wooden, Metal.			15

¹SEC-Skill Enhancement Course; AEC-Ability Enhancement Course; VAC-Value Added Course; MD-Multidisciplinary Course

²1 Credit (Theory)=15 Hours; 1 Credit (Practical)=30 Hours

III	Ground Reconnaissance Patrol: Socio-Economic Dynamics, Political Landscape, Cultural Fabric, Religious Significance. Fieldreportwriting.	15
IV	Technology, Institutional Support, and Conservation: Technological Innovations, Institutional Support Systems, Marketing Strategies, Geographical Indication (G.I.) Tagging, Conservation of Cultural Heritage.	15
Texts/ References	1. Altekar, A.S. (1937) History of Benares. Varanasi. Benares Hindu University. 2. Agrawala, V.S. (1984) Varanasi Seals and Sealings. Varanasi. Prithivi Prakashan. 3. Bhardwaj, H.C. (1979). Aspect of Ancient Indian Technology. Varanasi. Motilal Banarsidass. 4. Dalmia, V. (1996). The Nationalization of Hindu Traditions. Bharatendu Harischandra and Nineteenth-Century Banaras. Delhi. Oxford University Press. 5. Eck, D.L. (1982). Banaras. The City of Light. New Delhi. Penguin India. 6. Freitag, Sandra B. (1992). Culture and Power in Banaras: Community, Performance and Environment 1800-1980. Berkeley; Oxford: University of California Press. 7. INTACH. (2022). Kashi Chitra: Living Heritage of Varanasi. New Delhi. INTACH and Aditya Prakashan. 8. Jayaswal, Vidula (2011). Adikashi Se Varanasi Tak. Delhi. Aryan Books. 9. Joshi, E.B. (1963) Gazetteers of India Uttar Pradesh Varanasi. Varanasi. 10. Kejriwal, O.P. (2017). Kashi: Nagri Ek: Roop Anek. Delhi. Prakashan Vibhag. 11. Krishna, A. (1966). Banaras Brocade. University of California. Crafts Museum. 12. Lannoy, R. (2002). Banaras: A World Within a World - the Microcosm of Kashi: Yesterday and Tomorrow. Varanasi. Indica Books. 13. Medhasananda, Swami. (2010) Varanasi at the Crossroads. Varanasi. Ramkrishna Mission. 14. Mishra, Sima., (2008). Kashi me Shiv pooja, kishor vidya niketan, Varanasi 15. Motichandra. (1962). Kashika Itihas. Varanasi. Vishwa vidyalaya Prakashan. 16. Nicholls, G. (2005). Sketch of the Rise and Progress of the Benares Pathshala. Varanasi. Sampurnanand Sanskrit University. 17. Pandey, B.P. (1981). Banaras Brocades: Structure and Functioning. Varanasi. Gandhian Institute of Studies. 18. Pandey, R. (1969). Varanasi: The Heart of Hinduism. Varanasi. Orient Publishers. 19. Pandey, Rajendra. (2004). Kashi Through the Ages. Delhi. Sandeep Prakashan. 20. Raman, Vasanthi. (2021). The World of the Banaras Weaver. Delhi. Routledge India. 20. Singh, Anuradha. (2015). Prachin Kashi Ka Itihas Evam Sanskriti. Varanasi. Luminos Books. 21. Sharma, R.S. (1983). Material Culture and Social Formation in Ancient India. Delhi. Macmillan India. 22. Singh, B.P. (1985). Life in Ancient Varanasi (An Account Based on Archaeological Evidence). Delhi. Sandeep Prakashan. 23. Singh, R.L. (1955). Banaras, a study in urban Geography. Banaras. Nand Kishore & Bros.	

HISMV51A

Course Title	HISMV51A: Indian Knowledge System in a Historical Perspective			
Category of Course ¹	Major / Minor/Minor(Vocational)/SEC/AEC/VAC/ MD/Internship/Dissertation (Tickanyoneoftheabove)			
Credits ² & Hour of Teaching		Theory	Practical	Cumulative
	Credits	4		
	HourofTeaching (Total)	60		
Course Objectives (notmore than 100 words)				
Course Content	Four Units			
Unit s	CourseContent	Hr.of Teaching		
I	UnitI Introduction- The concept of Bharatvarsh, Aryavarat, Jambudvipa, Hindustan and India. Indus Valley civilization and First Urbanization, the traits of Urbanization and what IVC can teach us in town planning and administration, environmental issues. Traits of continuity in contemporary India Vedic Thought on Religion, Polity. Economy. Education, Social organization.	15		

¹SEC–Skill Enhancement Course; AEC–Ability Enhancement Course; VAC–Value Added Course; MD – Multidisciplinary Course

²1 Credit(Theory)=15 Hours; 1 Credit(Practical)=30 Hours

II	UnitII The Indian Tradition of Religion and Spiritualism: Post-Vedic to Shankaracharya and beyond (Buddhism, Jainism, Ajavikas, Charvaka, Puranic Dharma). Concept of Ishwar. Devta. Monotheism to Henotheism/Kenhenotheism. Dharma versus Religion	15
III	UnitIII Beyond Religion to Ethics and Morality: Ashoka's Policy of Dhamma. Its relevance in the contemporary world. Environmental Protection and Awareness during ancient India	15
IV	UnitIV Ancient Indian Political Thought: Panini's Ashtadhyayi, Dharmasutra, Mahabharata Arthashastra. Rajtarangni, Kural. Science and technology in Ancient India: Agriculture, Irrigation, Architecture, Metallurgy. Mathematics, Astronomy.	15
Texts / References	● A. L. Basham; Wonder that was India, Rupa & Co, Delhi ● P.V. Kane; History of Dharmasastra, volume 2, part 2, BORI, Pune. ● V. K. Thakur; Urbanisation in Ancient India, New Delhi, 1981 ● S.C. Bhattacharya; Some Aspects of Indian Society, Calcutta, 1978 ● D.D. Kosambi; Introduction to the study of Indian History ● Parvesh Bhardwaj; Adhyatamashashtra ki Rooprekha, Varanasi	
Learning Outcomes (not more than 100 words)		