

# **NATIONAL EDUCATION POLICY-2020**

**Common Minimum Syllabus for all  
Uttarakhand State Universities and Colleges for  
First Three Years of Higher Education**

**PROPOSED STRUCTURE OF  
UG -HISTORY  
SYLLABUS**

**2021**

## Curriculum Design Committee, Uttarakhand

Sr.No.	Name & Designation
1.	Prof. N.K. Joshi Vice-Chancellor , Kumaun University Nainital Chairman
2.	Prof. O.P.S. Negi Vice-Chancellor , Uttarakhand Open University Member
3.	Prof. P. P. Dhyani Vice-Chancellor , Sri Dev Suman Uttarakhand University Member
4.	Prof. N.S. Bhandari Vice-Chancellor, Soban Singh Jeena University Almora Member
5.	Prof. Surekha Dangwal Vice-Chancellor, Doon University, Dehradun Member
6.	Prof. M.S.M. Rawat Advisor, Rashtriya Uchchar Shiksha Abhiyan, Uttarakhand Member
7.	Prof. K. D. Purohit Advisor, Rashtriya Uchchar Shiksha Abhiyan, Uttarakhand Member

## Syllabus, checked and modified by

S.N.	Name	Designation	Department	Affiliation
1.	Prof. Savitri Kaira Jantwal	Professor & Head	History	DSB Campus,Nainital
2.	Prof Anil Joshi	Professor & Head	History	SSJ University,Almora
3.	Prof. Seraj Mohammad	Professor	History	SSDU
4.	Prof. G. S. Negi	Professor	History	DSB Campus,Nainital
5.	Prof. Sanjay Ghildiyal	Professor	History	DSB Campus,Nainital
6.	Prof. Sanjay Tamta	Professor	History	DSB Campus,Nainital
7.	Dr. Shivani Rawat	Assistant Professor	History	DSB Campus,Nainital
8.	Dr. Reetesh Sah	Assistant Professor	History / HRDC	DSB Campus,Nainital
9.	Dr. Manoj Bafila	Assistant Professor (Contract)	History	DSB Campus,Nainital

**List of all Papers in Six Semester  
Semester-wise Titles of the Papers in History**

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
<b><i>Certificate Course in Ancient Indian History</i></b>					
FIRST YEAR	I	H101MT	History of India from the Earliest Times up to 300 CE	Theory	6
	II	H102MT	History of India from C.300AD to 1200AD	Theory	6
<b><i>Diploma in Ancient &amp; Medieval Indian History</i></b>					
SECOND YEAR	III	H203MT	History of India from C. 1200AD to 1526AD	Theory	6
	IV	H204MT	History of India from C. 1526AD to 1756AD	Theory	6
<b><i>Bachelor of History</i></b>					
THIRD YEAR	V	H305MT	History of India from 1757AD to 1857AD	Theory	5
		H306MT	History of Modern World 1453AD 1815AD	Theory	5
		H307P	Project I: Study of Languages Used in Indian History	Project	4
	VI	H308MT	History of India from 1858AD to 1950AD	Theory	5
		H309MT	History of Modern World 1815AD 1945AD	Theory	5
		H310P	Project II Research Methodology in History	Project	4

**Subject prerequisites:**

1. Open For All. To study this course, a student must have qualified 10+2. Admission to the campus shall be guided by the norms specified by the university.

**COURSE INTRODUCTION**

History is the study of change over time. It covers all aspect of human society. History deals with all aspects of human past e.g. political, social, economic, scientific, technological, medical, culture, intellectual, religious, military etc. History involves the analysis and interpretation of the human past thereby enabling us to study continuity and changes that are taking place over a time. It is an act of both investigation and imagination that seeks to explain how people changed over time. Historians use all forms of evidence to examine, interpret, revisit and reinterpret the past. These include not just written documents, but also oral communication and objects such as buildings, artifacts, photographs and paintings. Historians are trained in the method of discovering and evaluating these sources and the challenging task of making historical sense out of them. Historical discourse gives an understanding of the past which enables us to appreciate our present and shape our future. Besides, history provides background information for other disciplines of social science and humanities.

<b>Programme Outcomes (POs):</b>	
<b>PO 1</b>	<b>Knowledge:</b> The students develop a scientific understanding of the past which enables them to understand the history of India as well as the history of the world.
<b>PO 2</b>	<b>Problem Analysis:</b> The students develop a logical understanding of the past which enable them to make sense of the current societal problems in their historical context. The students gather intimate knowledge of the genesis and evolution of the social, economic, cultural and political formations of human past.
<b>PO 3</b>	<b>Historical Research:</b> Use historical research methods to generate knowledge about the various and diversified issues relating to the past.
<b>PO 4</b>	<b>Conservation and Preservation:</b> Conservation and preservation of art, culture and heritage of the Himalayan region. The department has Himalayan Museum since 1987, which has specifically been devoted to display, conserve and preserve the artefacts of the Himalayan region.
<b>PO 5</b>	<b>Modern methods usage:</b> Select and apply appropriate methods, techniques, resources and modern IT tools for generation and dissemination of historical knowledge.
<b>PO 6</b>	<b>History and society:</b> Apply reasoning informed by the contextual knowledge of human past to assess current state of society, economy, environmental, cultural, and political and other related issues.
<b>PO 7</b>	<b>Career Prospects:</b> Enable them in understanding significance of the subject for various competitive examinations.
<b>PO 8</b>	<b>Individual and team work:</b> Function effectively as an individual
<b>PO 9</b>	<b>Communication:</b> Communicate the outcome of the historical research through writings
<b>PO 10</b>	<b>Life-long learning:</b> Recognize the need for and have the capability of critically evaluating and analyzing the past for a better understanding of human past.

***BA First Year***

***Certificate Course in Ancient Indian History***

**Programme Specific Outcomes (PSOs)**  
***UG I Year / Certificate Course in Ancient Indian History***

At the end of the program following outcomes are expected from the students:

- Students will have the ability to apply historical methods to evaluate critically the past and how historians and others have interpreted it.
- Students will be able to acquire basic historical research skills, including the effective use of Libraries, Archives and data bases.
- Students will be able to organize and express their thoughts clearly and coherently both orally and in writing.
- Students will be able to demonstrate broad knowledge of historical events and historical periods and their significance.
- Students will be able to recognize how different individuals, groups, organizations, societies, cultures, countries and nations have affected history. History gave the students wisdom and foresight for the future.
- They can develop capabilities to start earning by using their skill in the field of historical and traditional knowledge system, Tourism, Archives and Museums.

***Certificate Course in Ancient Indian History***

<b>Semester</b>	<b>Name of The Paper</b>	<b>Credits</b>	<b>No of Lectures</b>
I	History of India from the Earliest Times up to 300 CE	6	90
II	History of India from C.300AD to 1200AD	6	90

***BA Second Year***

***Diploma in Ancient & Medieval Indian History***  
**Programme Specific Outcomes (PSOs)**  
***UG II Year/ ( Diploma in Ancient & Medieval Indian History)***

- Prepares students to become historian, museum curator, archaeologist, etc and to pursue higher education in the field of history.
- Prepares scholars who will identify and conceptualize significant research problems in the history discipline, can do comparative study of different time periods and are qualified to undertake relevant research and contribute new knowledge to the field.
- They can become independent entrepreneurs or can do self employment.

***Diploma in Ancient & Medieval Indian History***

<b>Semester</b>	<b>Name of The Paper</b>	<b>Credits</b>	<b>No of Lectures</b>
III	History of India from C. 1200AD to 1526AD	6	90
IV	History of India from C. 1526AD to 1756AD	6	90

***BA Final Year***

***Bachelor of History***

**Programme Specific Outcomes (PSOs)**

***UG III Year/ ( Bachelor of History)***

- Students will be able to formulate basis of modern India and world history through different concepts like modernity, Rule of law etc.
- Students will be able to analyze the process of rise of modern India and its foundation made by social reforms and freedom fighters.
- Students will be able to categorize different school of thoughts about modern Indian history.
- Students will be able to illustrate rise and growth of Economic Nationalism in India.
- Students have understood the process of colonialism in different part of the world.
- Students have understood the problems of contemporary world in the light of its background history.
- Students will understand the necessity of Universal brotherhood.
- After this degree programme students can be benefitted in getting job like government sector, working with NGOs, Jobs as a Journalist, Tourist manager and in the field of education. They can also start their own entrepreneurship as well.

***Bachelor of History***

<b>Semester</b>	<b>Name of The Paper</b>	<b>Credits</b>	<b>No of Lectures</b>
V	History of India from 1757AD to 1857AD	5	75
V	History of Modern World 1453AD 1815AD	5	75
V	Project I	4	45
VI	History of India from 1858AD to 1950AD	5	75
VI	History of Modern World 1815AD 1945AD	5	75
VI	Project II	4	45

**Programme Specific Outcomes (PSOs)**

***UG III Year ( Bachelor of History)***

<b>PSO 1</b>	After the completion of B.A., history scholars will be able to distinguish between primary and secondary sources and identify and evaluate evidence.
<b>PSO2</b>	Students will demonstrate in discussion and written work their understanding of different people and cultures in past environments and of how those cultures changed over the centuries.
<b>PSO3</b>	The study of history will gave them the ability to compare and contrast different processes, modes of thoughts and modes of expression from different historical time periods and in different geographical areas.

<b>PSO4</b>	They will be able to produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past.
<b>PSO5</b>	Students will offer multi-casual explanation of major historical developments based on a contextualized analysis of interrelated political, social, economic, culture and intellectual process.
<b>PSO6</b>	Students will be able to write an original research paper that locates and synthesizes relevant primary and secondary sources and has a clear coherent and plausible argument, logical structure, proper references.
<b>PSO7</b>	Students will present orally their research of a summary of another's research in an organized coherent and compelling fashion.

<b>Year wise Structure of B.A.(CORE / ELECTIVE COURSES &amp; PROJECTS)</b>											
<b>Subject: History</b>											<b>Total Credits /hrs/</b>
<b>Course/Entry –Exit Levels</b>	<b>Year</b>	<b>Sem.</b>	<b>Paper 1</b>	<b>Credit / hrs</b>	<b>Paper 2</b>	<b>Credit/ hrs</b>	<b>Paper 3</b>	<b>Credits /hrs</b>	<b>Research Project</b>	<b>Credit / hrs</b>	
<b><i>Certificate Course in Ancient Indian History</i></b>	<b>I</b>	<b>I</b>	History of India from the Earliest Times up to 300 CE	<b>6//90 hrs</b>	-		-	-	-	-	<b>6//90 hrs</b>
		<b>II</b>	History of India from C.300AD to 1200AD	<b>6//90 hrs</b>	-		-	-	-	-	<b>6//90 hrs</b>
<b><i>Diploma in Ancient &amp; Medieval Indian History</i></b>	<b>II</b>	<b>III</b>	History of India from C. 1200AD to 1526AD	<b>6//90 hrs</b>	-		-	-	-	-	<b>6//90 hrs</b>
		<b>IV</b>	History of India from C. 1526AD to 1756AD	<b>6//90 hrs</b>	-		-	-	-	-	<b>6//90 hrs</b>
<b><i>Bachelor of History</i></b>		<b>V</b>	History of India from 1757AD to 1857AD	<b>5/75 hrs</b>	History of Modern World 1453AD 1815AD	<b>5/75 hrs</b>	-		Project -I	<b>4/60 hrs</b>	<b>14</b>
		<b>VI</b>	History of India from 1858AD to 1950AD	<b>5/75 hrs</b>	History of Modern World 1815AD 1945AD	<b>5/75 hrs</b>	-		Project -II	<b>4/60 hrs</b>	<b>14</b>
<b>Comments</b>											
<b>Internal Assessment &amp; External Assessment</b>											
<b>Internal Assessment</b>				<b>Marks 25</b>	<b>External Assessment</b>					<b>Marks 75</b>	
<ul style="list-style-type: none"> <li>Seminar/Assignment on any topic of the above syllabus</li> </ul>				10 Marks.	Written Examination to be conducted at University Level in each semester. Marking pattern, total marks and distribution of questions shall be decided by the respective universities.						
<ul style="list-style-type: none"> <li>Presentation</li> </ul>				10 Marks							
<ul style="list-style-type: none"> <li>Attendance</li> </ul>				05 Marks							



<b>Certificate Course in Ancient Indian History</b>		
<b>Programme:</b>	<i>Certificate Course in Ancient Indian History</i>	<b>Year: I</b>
		<b>Semester: I Paper- I</b>
<b>Subject: History</b>		
<b>Course Code:</b> <b>H101MT</b>	<b>Course Title:</b> History of India from the Earliest Times up to 300 CE	
<b>Course Outcomes:</b> The present course will be useful in providing a comprehensive understanding to the evaluation of early Indian society and the student will be able to identify the forces and factors that shaped the course the course of early Indian history. The students will develop a critical awareness of various categories of sources for the study of ancient Indian history. They will learn the analytical skills to explore the development of India's religious systems and cultural accomplishments in historical perspective. They will be able to explore the connections between multiple causative factors and access their relative historical significance. They will understand the process of the rise and decline of imperial states in early India.		
<b>Credits: 6</b>		<b>Core Compulsory</b>
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 33</b>
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	Meaning of History, scope and sources.	<b>12</b>
<b>Unit II</b>	A broad survey of Paleolithic, Mesolithic and Neolithic Cultures.	<b>10</b>
<b>Unit III</b>	Harappan Civilization : Origin, Extent, Main features & Decline, Chalcolithic age.	<b>11</b>
<b>Unit IV</b>	The Rig Vedic and Later Vedic Period: Polity, Society, Economy and Religion, Iron age with reference to PGW & Megaliths.	<b>8</b>
<b>Unit V</b>	Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the Causes of Magadha's success	<b>8</b>
<b>Unit VI</b>	Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions	<b>7</b>
<b>Unit VII</b>	Emergence and Growth of Mauryan Empire: State, Administration, Economy, Ashoka's Dhamma.	<b>9</b>

<b>Unit VIII</b>	The Satvahana Phase: Aspects of Political History, Material Culture, and Administration.	<b>7</b>
<b>Unit IX</b>	The Sangam Age: Sangam Literature, The three Early Kingdoms, Society & the Tamil language	<b>8</b>
<b>Unit X</b>	The age of Shakas: Parthians & Kushanas, Aspects of Polity, Society, Religion, Arts & Crafts.	<b>10</b>

### Suggested Reading:

- Agrawal, D.P. The Archaeology of India
  - Allchin, F.R. and B Origins of a Civilization: The Prehistory and Early
  - Archaeology of South Asia
  - Basham, A.L. The Wonder That was India
  - Basham, A.L. The Wonder That was India
  - Beginning of archaeology. 2005
  - Chakrabarti, D.K. Archaeology of Ancient Indian Cities
  - Jaywalk, Suvira Caste: Origin, Function and Dimensions
  - Jha, D.N. Ancient India in Historical Outline (1998 edn.)
  - Katsambis, D.D. Culture and Civilization of Ancient India
  - R.S Sharma, India's Ancient Past
  - Ray, H.P. Monastery and Guild India in Historical Outline
  - Ray, Niharranjan Maurya and Post Maurya Art
  - Sastri, K.A.N. A History of South India
  - Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India
  - Singh, Upinder 2009 A History of Ancient and Early Medieval India) Pearson
  - Singh, Upinder. Ancient India: From the stone age to the 12th Century. 2009
  - Singh, Upinder. Discovery of Ancient India: Early archaeologist and the
  - Subramanian, N. Sangam Polity
  - Thapar, Romila Ashoka and the Decline of the Mauryas (1997 end
  - Thapar, Romila History of Early India
  - Yazdani, G. Early History of Deccan
- 
- "kekZ] jke"kj.k- Hkkjr e vk;ks dk vkxeu] fgUnh ek;/;e dk;kZUo;u funs"kkY;] fnYyh-
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  - Bkdjku] vkj0Ih0-] nRr] f"ko-] lat; dekj--] Hkkjrh; miegk}hi dh laLdfr;ka]Hkkx 1] fgUnh ek;/;e dk;kZUo;u funs"kkY;] fnYyh-
  - Bkdjku] vkj0Ih0-] nRr] f"ko-] lat; dekj--] Hkkjrh; miegk}hi dh laLdfr;ka] Hkkx 2] fgUnh ek;/;e dk;kZUo;u funs"kkY;] fnYyh-
  - Fkkij] jksfeyk- iqoZdkyhu Hkkjr WzkjEHk ls 1300 b0 rd] fgUnh ek;/;e dk;kZUo;u funs"kkY;] fnYyh-
  - Fkkij] jksfeyk- vk;Z lajpuk dk iquxBu] fgUnh ek;/;e dk;kZUo;u funs"kkY;] fnYyh
  - flag] vkuUn- izkphu Hkkjrh; /keZ% mnHko ,o Lo:i] fgUnh ek;/;e dk;kZUo;u funs"kkY;] fnYyh-
  - izlkn] vkse idk"- la?kkf/kifr v"ksd] fgUnh ek;/;e dk;kZUo;u funs"kkY;] fnYyh-

- Ij ekfvej Oghyj] i`Foh ls iqjkrRo] fgUnh ek/;e dk;kZUo;u funs"kkky;] fnYyh-
- pkuuk] nsojkt- izkphu Hkkjr e nkl izFkk] fgUnh ek/;e dk;kZUo;u funs"kkky;]fnYyh-
- xkMZu pkbYM] oh0 ,p0- izkphure izkũ; IH;rk ij u;k izdk""] fgUnh ek/;e dk;kZUo;u funs"kkky;] fnYyh-
- xkMZu] Mh0 ,p0- Hkkjrh; laLdfr dh izkxSfrgkfld i`Bhwe] fgUnh ek/;e dk;kZUo;u funs"kkky;] fnYyh-
- xksiky""]kj.k] izkfxfrgkI] fgUnh ek/;e dk;kZUo;u funs"kkky;] fnYyh-

**Suggested Online Link:** <https://ndl.iitkgp.ac.in>  
<https://epustakalay.com>  
<https://archive.org>  
<https://ignou.ac.in>  
[www.cec.nic.in](http://www.cec.nic.in)

**Suggested equivalent online courses:**

IGNOU & other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

**This course can be opted as an elective by the students of following subjects:**

Open for all

**Suggested Continuous Evaluation (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus (10 Marks).
- Presentation (10 Marks).
- Attendance (5 Marks).

**Course Prerequisites:** To study this course, a student must have qualified 10+2.



<b>Programme:</b>	<i>Certificate Course in Ancient Indian History</i>	<b>Year: I</b>	<b>Semester: II Paper-I</b>
<b>Subject: History</b>			
<b>Course Code:</b> <b>H102MT</b>	<b>Course Title:</b> History of India from C.300AD to 1200AD		
<b>Course Outcomes:</b> This paper is designed to develop the understanding of the process of transition from ancient period to the early medieval period and figure out the key determinations that made this transition possible. It will develop an understanding of the growing culture and political and economic linkages between North and South Indian. The student will also get familiarized with the development of historical processes in Deccan and far south.			
<b>Credits: 6</b>		<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	
<b>Unit I</b>	The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, Science & Technology.	<b>14</b>	
<b>Unit II</b>	The post Gupta Period: Administration, Agrarian and Revenue Systems , Pallavas Chalukyas and Vardhanas.	<b>12</b>	
<b>Unit III</b>	South India: Polity, Society, Economy & Culture	<b>14</b>	
<b>Unit IV</b>	Towards the Early Medieval: Changes in Society, Polity Economy and Culture with reference to the Pallavas, Chalukayas and Vardhanas.	<b>10</b>	
<b>Unit V</b>	Evolution of Political structures of Rashtrakutas, Pala & Pratiharas.	<b>10</b>	
<b>Unit VI</b>	Emergence of Rajput States in Northern India: Polity, Economy & Society.	<b>11</b>	
<b>Unit VII</b>	Arabs in Sindh: Polity, Religion & Society.	<b>9</b>	
<b>Unit VIII</b>	Struggle for power in Northern India & establishment of Sultanate.	<b>10</b>	

### Suggested Reading:

- B. D. Chattopadhyaya: Making of Early Medieval India
- Derryl N. Maclean: Religion and Society in Arab Sindh History of India, Vol.I
- K. M. Ashraf: Life and Conditions of the People of Hindustan
- M. Habib and K.A. Nizami: A Comprehensive History of India Vol.V
- Percy Brown, : Islamic Architecture
- Peter Jackson: Delhi Sultanate: A Political and Military History
- R. S. Sharma: Indian Feudalism-India's Ancient Past
- Satish Chandra: A History of Medieval India, 2 Volumes
- Tapan Ray Chaudhary and Irfan Habib (ed.): The Cambridge Economic
- Tara Chand: Influence of Islam on Indian Culture

### Hindi books

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- ik.Ms;] vo/k fcgkj-h-] iqoZ e/;dkyhu Hkkjr] Hkkx1] izdk"ku fgUnh ek/;e dk;kZUo;u funs"kkY;] fnYyh-
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- Ik.Ms;] jtcyh-] xksj[kiqj tuin vkSj mudh {kf=; tkfr;ksa dk bfrgkI] Bkdqj egkrejko ifcy"kj] xksj[kiqj-
- Iksudj] v"kkSD dQekj] xkgM+okyksa dk jktuhfrd vkSj lkekftd bfrgkI] vkLFkk fnYyh-
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Suggested Online Link: <https://ndl.iitkgp.ac.in>  
<https://epustakalay.com>  
<https://archive.org>  
<https://ignou.ac.in>  
[www.cec.nic.in](http://www.cec.nic.in)

### Suggested equivalent online courses:

IGNOU & other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

This course can be opted as an elective by the students of following subjects:

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**Suggested Continuous Evaluation (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus (10 Marks).
- Presentation (10 Marks).
- Attendance (5 Marks).

**Course Prerequisites:** To study this course, a student must have qualified 10+2.

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<b>Programme:</b>	<i>Diploma in Ancient &amp; Medieval Indian History</i>	<b>Year: II</b>	<b>Semester: III Paper-I</b>
<b>Subject: History</b>			
<b>Course Code:</b> <b>H203MT</b>	<b>Course Title:</b> History of India from C. 1200AD to 1526AD		
<b>Course Outcomes:</b>			
This paper is designed to develop the understanding of historical processes in India during the period under study. This paper covers the development in the field of art, language, culture and religious during medieval period. The student will be able to understand the territorial expansion of various Indian kings and impact of Medievalism on Indian Society and Culture.			
<b>Credits: 6</b>		<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks:33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	
<b>Unit I</b>	Survey of Sources of Medieval Indian history	<b>14</b>	
<b>Unit II</b>	Foundation, Expansion & consolidation of the Delhi Sultanate. Causes of the success of the Turks: Foundation and consolidation of the Delhi Sultanate: Aibek, Iltutmish, Razia, Balban.	<b>15</b>	
<b>Unit III</b>	Allauddin Khalji-conquests, economic administrative and economic reforms.	<b>14</b>	
<b>Unit IV</b>	Tughlaq dynasty: Mohammad-bin-Tughlaq's Experiments; Feroz Shah Tughlaq's reforms and administration, Timur's invasion	<b>14</b>	
<b>Unit V</b>	Saiyyads, Lodhis, Provincial kingdoms: Vijaynagara & Bahamanis.	<b>12</b>	
<b>Unit VI</b>	Religious Momentes of Bhakti & Sufism and its impact on Indian society, Art & Architecture	<b>11</b>	
<b>Unit VII</b>	Disintregation of Delhi Sultanate: Causes and its Effects on Indian Society & Polity	<b>10</b>	

#### **Suggested Reading:**

- Chandra, Satish., Essays on Medieval Indian History, Oxford university, New Delhi. 2003
- Chattopadhaya, B.D., The making of early Medieval India. Oxford University press, New Delhi. 2003
- Chopra, P.N., Purl, B.N., Das, M.N., A social, cultural and economic history of India vol. II.

- Development of Sufism in India, Bhakti Movement and Re-strengthening in North India.
- H. Siddiqui: Some Aspects of Afghan Despotism
- Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8 Volumes,
- Irfan Habib: The Agrarian System of Mughal India 1556-1707,
- Kesvan Veluthat: Political Structure of Early Medieval South India
- Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi. Oxford University Press.
- Nigan, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, Munshiram Manoharlal
- Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press
- Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press
- S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
- Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prokashan
- Singh, Dilbag: Structure of Rural Society in Medieval India
- Srivastava, A.L: (2017), The Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal & Co
- Tara Chanda., Influence of Islam on Indian Culture.
- Yaday, B.N.S.: (2012), Society and Culture in North India in the 12<sup>th</sup> Century. India. Rupa Prakashan
- B Chattopadhyay : the making of Early Medieval India, Oxford University Press

## Hindi books

- बज्जोड़ इलकन-] ए/;दक्यु हकजर
- हकज}कत] फनुस"क-] ए/;दक्यु हकजर; |H;rk ,oa laLd`fr] dSyk"k izdk"kuK] Hkksiky-
- ik.Ms;] vo/k fcgkjh-] iqoZ ए/;दक्यु हकजर] Hkx1] fgUnh ek;/;e dk;kZUo;u fun"kkY;] fnYyh-
- oek] gfj"pUn-] ए/;दक्यु हकजर Hkx 1/4750&1540 bZ0½] fgUnh ek;/;e dk;kZUo;u funs"kkY;] fnYyh-
- oh0 ds0 tSu-] lwQh er vkSj fgUnh lkfgR;
- ताराचन्द्र ( अनुवादक सुरेश मणिश्रि भारतीय संस्कृत पर इस्लामि का प्रभाव ग्रन्थ मशल्पी प्रकाशन मदलली
- विनीताक्षी खन्ना : विधिकालीन भारत का सांस्कृतिक इतिहास , ओरएंट ब्लैकस्वान

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<https://epustakalay.com>  
<https://archive.org>  
<https://ignou.ac.in>  
[www.ccc.nic.in](http://www.ccc.nic.in)

## Suggested equivalent online courses:

IGNOU & other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.



**This course can be opted as an elective by the students of following subjects:**

**Suggested Continuous Evaluation (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus (10 Marks).
- Presentation (10 Marks).
- Attendance (5 Marks).

**Course Prerequisites:** To study this course, a student must have qualified 10+2.

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<b>Programme:</b>	<i>Diploma in Ancient &amp; Medieval Indian History</i>	<b>Year: II</b>	<b>Semester: IV Paper-I</b>
<b>Subject: History</b>			
<b>Course Code:</b> <b>H204MT</b>	<b>Course Title:</b> History of India from C. 1526AD to 1756AD		
<b>Course Outcomes:</b>			
This paper is designed to provide the students with a firm basis for the understanding of the period 1526-1707. By discussing the nature of the social, political and religious foundations of Mughal India as a dynamic process, the student will acquire multifaceted understanding of the factor that shaped state and society in the Mughal period and that were carried into the later colonial state.			
<b>Credits: 6</b>		<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks:33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	
<b>Unit I</b>	Survey of Sources of Mughal Indian history	<b>13</b>	
<b>Unit II</b>	Emergence and consolidation of Mughal State, Babur's conquest, Humayaun: difficulties and failure.	<b>12</b>	
<b>Unit III</b>	Shershah Suri with special reference to Administration and Land revenue system.	<b>12</b>	
<b>Unit IV</b>	Akbar to Shahjahan: administrative structure, Mansabdari, Relation with Rajput and Maharana Pratap, Religious Policy.	<b>14</b>	
<b>Unit V</b>	Aurangzeb: administrative structure-Mansabs & Jagirs; Aurangzeb religious policy, Rajput, Religious and Deccan policy, Decline and disintegration of Mughals	<b>9</b>	
<b>Unit VI</b>	Cultural in the Medieval Period, Art & Architecture.	<b>8</b>	
<b>Unit VII</b>	Peninsular India – Marathas: Shivaji and his administration, Tamil Kingdoms- Polity and Administration	<b>8</b>	
<b>Unit VIII</b>	Later Mughals: Disintegration of the empire; invasion of Nadir Shah; 3 <sup>rd</sup> battle of Panipat.	<b>7</b>	
<b>Unit IX</b>	Establishment, Expansion & consolidation of Colonial Power upto 1757.	<b>7</b>	

### Suggested Reading:

- Chandra, Satish., Essays on Medieval Indian History, Oxford university, New Delhi. 2003
- Chattopadhyaya, B.D., The making of early Medieval India. Oxford University press, New Delhi. 2003
- Chopra, P.N., Puri, B.N., Das, M.N., A social, cultural and economic history of India vol. II.
- Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8 Volumes,
- Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi. Oxford University Press.
- M. Athar Ali: Mughal Nobility under Aurangzeb
- Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press
- R.P. Tripathi: The Rise and Fall of the Mughal Empire, 2 vol
- Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press
- S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
- Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prokashan
- Shireen Moosvi: The Economy of the Mughal Empire
- Singh, Dilbag: Structure of Rural Society in Medieval India
- Stewart Gordon, : The Marathas 1600-1818
- Tara Chanda., Influence of Islam on Indian Culture.
- Yadav, B.N.S.: (2012), Society and Culture in North India in the 12th Century. India. RakaPrakashan
- Sugadh Bose & Aysha Jalal :Modern South Asia history culture and political economy.

### Hindi books

- ब्रह्मसंहिता का इतिहास : श्री १०८
- ब्रह्मसंहिता का इतिहास : श्री १०८
- ब्रह्मसंहिता का इतिहास : श्री १०८
- ब्रह्मसंहिता का इतिहास : श्री १०८
- ब्रह्मसंहिता का इतिहास : श्री १०८
- ब्रह्मसंहिता का इतिहास : श्री १०८
- ब्रह्मसंहिता का इतिहास : श्री १०८

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<https://epustakalay.com>  
<https://archive.org>  
<https://ignou.ac.in>  
[www.cec.nic.in](http://www.cec.nic.in)

### Suggested equivalent online courses:

IGNOU & other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

**This course can be opted as an elective by the students of following subjects:**

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**Suggested Continuous Evaluation (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus (10 Marks).
- Presentation (10 Marks).
- Attendance (5 Marks).

**Course Prerequisites:** To study this course, a student must have qualified 10+2.

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***Bachelor of History***

<b>Programme:</b> <i>Bachelor of History</i>	<b>Year: III</b>	<b>Semester: V Paper- I</b>
<b>Subject: History</b>		
<b>Course Code:</b> <b>H305MT</b>	<b>Course Title:</b> History of India from 1757AD to 1857AD	
<b>Course Outcomes:</b> The students will be able to trace the British Colonial expansion in the political contexts of mid eighteenth to mid nineteenth century India. They will learn about the changes in society, politics, religious and economy during this period. They will also acquire knowledge about the transition of India into a colonized society and economy.		
<b>Credits: 5</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>	<b>Min. Passing Marks:33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	Ascendancy of British East India Company: Plassey and Buxar and its Impact.	<b>13</b>
<b>Unit II</b>	Struggle for supremacy – War and diplomacy- East India Company and other Indian power- Marathas, Mysore, Rohillas, Gorkhas and Sikh, Subsidiary Alliance	<b>12</b>
<b>Unit III</b>	Economic Changes under colonial rule- Permanent settlement, Raytwari and Mahalwari, Commercialization of agriculture & indebtedness Forest policy.	<b>14</b>
<b>Unit IV</b>	Decline of Handicrafts, Development of Irrigation, Introduction of Railways & Growth of Modern Industry, Economic Drain.	<b>11</b>
<b>Unit V</b>	Popular Resistance of company's rule- Peasant and tribal Movements,	<b>9</b>
<b>Unit VI</b>	Socio Religious Reform Movements : Raja Ram Mohan Rai, Ishwar Chandra Vidya Sagar, Abolition of Slavery, Young India Movement	<b>7</b>
<b>Unit VII</b>	Revolt of Indian Sepoys; Rise in Imperialistic designs- Doctrine of Lapse, Revolt of 1857: causes and consequences.	<b>9</b>

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### Suggested Reading:

- A.R. Desai, Peasant Struggles in India.
- Amiya Bagchi, Private Investment in India.
- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggles for Independence.
- Bipan Chandra, Rise and Growth of Economic Nationalism in India.
- C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
- Dadabhai Naroji, Poverty and Un-British Rule in India.
- David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.
- Dharma Kumar and Tapan Raychaudhuri, eds., The Cambridge Economic History of India, Vol. II.
- Eric Stokes, English Utilitarians and India.
- J.Krishnamurti, Women in Colonial India.
- J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India
- M.J. Fisher, ed., Politics of Annexation (Oxford in India Readings).
- P.C. Joshi, Rebellion 1857: A Symposium.
- P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
- R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.
- R.P. Dutt, India today.
- Rajat K. Ray, ed., Entrepreneurship and Industry in India, 1800- 1947, Oxford In India Readings.
- Ram Lakhan Shukla, ed., Adhunik Bharat ka Itihas.
- Ranajit Guha, ed., A Subaltern Studies Reader.
- Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India (1983).
- Shekher Bandopadhyaya : Plassy to Partation Orient BlackSwan(Hindi & English)
- Suhash Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.

### Hindi Readings:-

- "kqDy] jke y[ku-] vk/kqfud Hkkjr dk bfrgk[-] fgUnh ek/;e dk;kZUo;u funs"kkY;] fnYyh-
- eksbZuqgn~nhu g[u [kk] vuqoknd vCnqy gd-] xnj& 1857¼vk[kk n[kk fooj.k½ fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh-
- Hkkjr dk Lora=rk la?k'k-] fgUnh ek/;e dk;kZUo;u funs"kkY;] fnYyh-
- pUnz] fcfiu-] eq[kthz] e`nqyk-] eq[kthz] vkfnR;-] dOu0 ifudj-] egktu] lqsrk-]
- pUnz] fcfiu-] eq[kthz] e`nqyk-] eq[kthz] vkfnR;-] vktknh ds ckn dk Hkkjr-] fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh-
- pUnz] fcfiu-] vk/kqfud Hkkjr esa lkaiznkf;drk-] fgUnh ek/;e dk;kZUo;u funs"kkY;] fnYyh-
- xq[rk] Mh0,u0] vuqokn] Hkkjr dh cnyrh mRiknu iz.kkfy;k fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh
- xoj] ch0,y0] ;"kiky-] vk/kqfud Hkkjr dk bfrgk[-] , pUn ,M dEiuh fy0] ubZ fnYyh-

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<https://epustakalay.com>  
<https://archive.org>  
<https://ignou.ac.in>  
[www.cec.nic.in](http://www.cec.nic.in)

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**Suggested equivalent online courses:**

IGNOU & other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

**This course can be opted as an elective by the students of following subjects:**

Open for all

**Suggested Continuous Evaluation (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus (10 Marks).
- Presentation (10 Marks).
- Attendance (5 Marks).

**Course Prerequisites:** To study this course, a student must have qualified 10+2.

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<i>Bachelor of History</i>		
<b>Programme:</b>	<i>Bachelor of History</i>	<b>Year: III</b>
<b>Semester: V Paper-II</b>		
<b>Subject: History</b>		
<b>Course Code:</b> <b>H306MT</b>	<b>Course Title:</b> History of Modern World 1453AD 1815AD	
<b>Course Outcomes:</b> This paper is designed to develop an understanding of renaissance and point out the factors for the growth of renaissance. It explains the changes in human thoughts and behavior due to renaissance. The student will be able to learn the rise of reformation movement against the Roman Catholic and how reformation impact globally. It will enable the students to compose an effective narration that analyses the history of western world. They will be able to evaluate the ways in which the history of the early western civilization in forms the current political, cultural and social history of Europe after 15 century and its relationship to the global culture.		
<b>Credits: 5</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>	<b>Min. Passing Marks:33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	Feudalism- Different Aspects and causes of decline.	<b>12</b>
<b>Unit II</b>	Advent of Modern Age – Renaissance, Reformation & Counter Reformation.	<b>10</b>
<b>Unit III</b>	Growth of the absolute States: France, Spain and Britain.	<b>11</b>
<b>Unit IV</b>	Mercantilism and commercialism.	<b>8</b>
<b>Unit V</b>	Age of Revolutions- Scientific, Agrarian and Industrial	<b>8</b>
<b>Unit VI</b>	Glorious Revolution (1688) Background, Events and Consequences.	<b>7</b>
<b>Unit VII</b>	American War of Independence Causes and Consequences Declaration of the Rights of Men Revolution (1776)	<b>9</b>
<b>Unit VIII</b>	French Revolution (1789) Causes: Political, Social, Economic, Role of philosophers, short and long term ramifications.	<b>7</b>



<b>Unit IX</b>	Napoleon Bonaparte – initial years, conquests, achievements as first consul, continental system, causes for downfall.	<b>8</b>
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### Suggested Reading:

- Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi)
- Bailey C.A.: The Birth of Modern World
- Basil Davidson, Modern Africa: A Social and Political History, 3rd edn. London /New Jersey: Addison & Wesley, 1995
- Bennis, F. Lee: Europe since 1914 \*
- Bronoski Jacob & Buce Mazlish : Western Intellectual tradition
- Car, E.H. (1948), International Relations between two world war (1919-1939). Delhi. Maehinam and Co.
- Christopher Hill, From Reformation to Industrial Revolution
- Fisher H.A.L.: History of Europe
- J.H Perry, The Establishment of the European Hegemony 1415-1715, Trade & Exploration in the Age of the Renaissance, Harper Torch books, 1959
- K.R.G.Nair & Romey Borges, Discovering French Canada, Allied Publishers, 2002
- Ketelbey, C.D.M. A History of Modern Times (English or Hindi)
- Lowe, Norman: (1982), Mastering Modern World History, Macmillan and Co.
- Macntill W.H: History of the World
- Palmer. R.R.: A History of Modern World
- Panikkar K.M: Asia and Western Dominance –
- Ralph Davis, The Rise of the Atlantic Economies,
- Ralph Davis, The Rise of the Atlantic Economies, New York, 1973,
- Roberiz. J.M: Pelican history of the World
- Stavaranos.A.J. : History of the Modern World Since 1500
- Wallerstine immanuel : Modern World System

### Hindi books

- ikFkZlkfjFk xq|r|k] ;wjksi dk bfrgk|-] fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh-
- ikFkZlkfjFk xq|r|k] fczVsu dk bfrgk|-] fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh-
- ikFkZlkfjFk xq|r|k] vk|kqfud if"pe dk mn;-] fgUnh ek/;e dk;kZUo;u funs"kkY;] fnYyh-
- nsos"K fot;-] Qzkalhlh dzkafr ds lkaLd`frd igyw] fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh-
- nsos"K fot;¼laiknd½] ;jksih; laLd`fr¼1400&1800 bZ½] fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh-
- oek] yky cgknqj] vk|kqfud fo"o dk bfrgk|] fgUnh ek/;e dk;kZUo;u funs"kkY;]fnYyh-
- tsEl tky]¼vuq0 Lusg egktu½] ;wjksi 1870 |-] fgUnh ek/;e dk;kZUo;u funs"kkY;]fnYyh-

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<https://epustakalay.com>  
<https://archive.org>  
<https://ignou.ac.in>  
[www.cec.nic.in](http://www.cec.nic.in)

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**Suggested equivalent online courses:**

IGNOU & other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

**This course can be opted as an elective by the students of following subjects:**

Open for all

**Suggested Continuous Evaluation (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus (10 Marks).
- Presentation (10 Marks).
- Attendance (5 Marks).

**Course Prerequisites:** To study this course, a student must have qualified 10+2.

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## Project I

<i>Bachelor of History</i>		
<b>Programme:</b> <i>Bachelor of History</i>	<b>Year:</b> III	<b>Semester:</b> V <b>Project - I</b>
<b>Subject:</b> History		
<b>Course Code:</b> H307P	<b>Course Title:</b> Study of Languages used in Indian history	
<p><b>Course Outcomes:</b> Student has to prepare research report on any language of Historical importance of his/her interest to consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report.</p> <ul style="list-style-type: none"> <li>• Students will be able to the linguistic diversity of textual sources of Indian History</li> <li>• In-depth knowledge of Languages used in Indian- History.</li> <li>• The variation among Historical aspect of different languages.</li> <li>• Interaction with people with different languages and cultural settings.</li> <li>• Study of Historical area of different languages being visited.</li> <li>• Learn to prepare language analysis report.</li> </ul>		
<b>Credits:</b> 4	<b>Core Compulsory</b>	
<b>Max. Marks:</b> 100	<b>Min. Passing Marks: Qualifying 40</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	Meaning, types and significance of Historical Languages,	<b>15</b>
<b>Unit II</b>	Literature review and formulation of research design.	<b>15</b>
<b>Unit III</b>	Techniques of writing and reading of the selected language.	<b>15</b>

### **Suggested Readings:**

- Chitnis, K.N. (2006) - Research Methodology in History, Atlantic Publication.
  - Sreedharan, E. : A Textbook of Historiography.
  - Kimerling, A. Jon. – Map Use- Reading Analysis Interpretation, ESRI Press
  - dkj] bZ-,p %/41997%bfrgk l D;k gS]eSdfeyu Ásl]ub fnYyh] dukMhu] MfoM %/2002%okV bT fgLVh ukm] eSdfeyu] yanu
  - d@f"kd] dojcgknj %/1984%bfrgk l n"kZu ,o Ákphu Hkkjrh; bfrgk l ys[ku] x`j[kiqj
  - Jh/kju] bZ-&bfrgklys[k
-

**Suggested equivalent online courses:**

IGNOU & other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

**This course can be opted as an elective by the students of following subjects:** Open for all

**Suggested Continuous Evaluation (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus (10 Marks).
- Presentation (10 Marks).
- Attendance (5 Marks).

**Course Prerequisites:** To study this course, a student must have qualified 10+2.

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<i>Bachelor of History</i>			
<b>Programme:</b>	<i>Bachelor of History</i>	<b>Year: III</b>	<b>Semester: VI Paper-I</b>
<b>Subject: History</b>			
<b>Course Code:</b> H308MT	<b>Course Title:</b> History of India from 1857AD to 1950AD		
<b>Course Outcomes:</b>			
This paper is designed to develop an understanding of historical developments in India during the colonial rule. Understanding of the process of domination and resistance in this phase of colonial era shall enhance the student's awareness about modern India. By studying various strands of freedom movement student will be able to appreciate this phase of Indian past.			
<b>Credits: 5</b>		<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks:33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	
<b>Unit I</b>	the Acts of 1858 and 1861 , Change in the guard Queen Victoria's proclamation and emergence of nationalistic fervor- initial stages; Birth of Indian National Congress Moderates versus Extremists- Surat Split,	<b>12</b>	
<b>Unit II</b>	Reform And Revival: Brahmo samaj, Prarthna Samaj, Ramakrishna Mission, Vivekanand, Arya Samaj, Aligarh Movement.	<b>10</b>	
<b>Unit III</b>	Advent of Gandhi his Perspective & method ; Act of 1919; Impact of World War- I on Independence Movement, Rowlatt Satyagrah & Jallianwala bagh Massacre Non Cooperation and Khilafat Movements, Swaraj Party.	<b>10</b>	
<b>Unit IV</b>	Simon Commission; Civil Disobedience Movement, Nehru Report, Gandhi Irwin Pact; Communal Award ; Round Table Conferences	<b>11</b>	
<b>Unit V</b>	Rise of revolutionary extremism- Kakori Case, Lahore Conspiracy; Role of expatriates– Gadar Party, Silk letter Conspiracy; Komagatamaru episode;	<b>8</b>	
<b>Unit VI</b>	Peasants, Tribal and Depressed Classes Movements	<b>8</b>	
<b>Unit VII</b>	Act of 1935- responsible government in provinces Quit India Movement, Subhas Chandra Bose and INA	<b>7</b>	
<b>Unit VIII</b>	Rise of communal strife- Muslim League; Cripps Mission Cabinet Mission, Wavell Plan; India's independence and partition ; Birth of Constitution of India	<b>9</b>	

### Suggested Reading:

- Ayodhya Singh; 26 Bharat Ka Mukti Sangram
- B.L. Grover; A New Look on Modern Indian History, S Chand.
- Barbara D Metcalf and T.R. Metcalf; A Concise History of India ,Cambridge, 2002
- Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
- Bipan Chandra: Nationalism and Colonialism.
- C.A. Bayly: An Illustrated History of Modern India 1600 - 1947, London 1990
- Francine Frankel; India's Political Economy 1947- 1977.
- Gail Omvedt; Dalits and Democratic Revolution.
- K.G. Subramanian; The Living Tradition: Perspectives on Modern Indian Art.
- Lloyd and Susan Rudolph In Pursuit of Laxmi: the Political Economy of the Indian State, Chicago, 1987
- Mushirul Hasan; From Company to the Republic: A story of Modern India
- Parul Brass; The Politics of India since Independence.
- R. Jeffery; J Masselos, From Rebellion to the Republic.
- R.L. Shukla; Adunik Bharat (ed). Delhi University Hindi Madhyam Kriyanwanyan Nideshalaya. 2012.
- R.P. Dutt, India Today.
- Ramachandra Guha The Fissured Land.
- Sekhar Bandyopadhyay: From Plassey to Partition
- Shekher Bandyopadhyay : Plassy to Partation Orient BlackSwan(Hindi & English)
- Sumit Sarkar Modern India 1885 1947, Macmillan, 1983
- Sunder Lal; Bharat mein Angreji Raj 2 vol.(National Book Trust of India)
- Thomas Metcalf; Ideologies of the Raj.
- Urvashi Butalia; The Other side of Silence.

### Hindi books

- "kqDy] jke y[ku-] vk/kqfud Hkkjr dk bfrgk[-] fgUnh ek/;e dk;kZUo;u funs"kkY;] fnYyh-
- eksbZuqn~nhu g[u [kk] vuqoknd vCnqy gd-] xnj& 1857¼vk[kk n[kk fooj.k½ fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh-
- pUnz] fcfiu-] eq[kthZ] e`nqyk-] eq[kthZ] vkfnR;-] dOu0 ifudj-] egktu] lqpsrk-] Hkkjr dk Lor=rk la?k'kZ-] fgUnh ek/;e dk;kZUo;u funs"kkY;] fnYyh-
- pUnz] fcfiu-] eq[kthZ] e`nqyk-] eq[kthZ] vkfnR;-] vktknh ds ckn dk Hkkjr-] fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh-
- pUnz] fcfiu-] vk/kqfud Hkkjr esa lkaiznkf;drk-] fgUnh ek/;e dk;kZUo;u funs"kkY;] fnYyh-
- xq[rk] Mh0,u0] vuqokn] Hkkjr dh cnyrh mRiknu iz.kkfy;k fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh6-
- xoj] ch0,y0] ;"kiky-] vk/kqfud Hkkjr dk bfrgk[-] , pUn ,.M dEiuh fy0] ubZ fnYyh-

Suggested Online Link: <https://ndl.iitkgp.ac.in>

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<https://epustakalay.com>

<https://archive.org>

<https://ignou.ac.in>

[www.cec.nic.in](http://www.cec.nic.in)

**Suggested equivalent online courses:**

IGNOU & other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

**This course can be opted as an elective by the students of following subjects:**

Open for all

**Suggested Continuous Evaluation (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus (10 Marks).
- Presentation (10 Marks).
- Attendance (5 Marks).

**Course Prerequisites:** To study this course, a student must have qualified 10+2.

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<i>Bachelor of History</i>		
<b>Programme:</b>	<i>Bachelor of History</i>	<b>Year: III</b>
		<b>Semester: VI Paper-II</b>
<b>Subject: History</b>		
<b>Course Code:</b> <b>H309MT</b>	<b>Course Title:</b> History of Modern World 1815AD 1945AD	
<b>Course Outcomes:</b> This Course will impart knowledge to the students regarding the political transformations of the modern world that took place from the 18 <sup>th</sup> century till the end of 1945. The students will be able to know about the political history of the world since the end of the first world war focusing on the change and continuity over time and space. The course will impart knowledge on the economic developments of the period in an analytic way.		
<b>Credits: 5</b>		<b>Core Compulsory</b>
<b>Max. Marks: 100</b>		<b>Min. Passing Marks:33</b>
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	Age of Conservatism: Vienna Congress Metternich, Concert of Europe	<b>12</b>
<b>Unit II</b>	French Revolutions 1830 & 1848, Liberalism in England- Reform Act of 1832 and the Chartist Movement	<b>9</b>
<b>Unit III</b>	Opium war I & II, American civil war.	<b>8</b>
<b>Unit IV</b>	Rise of Nationalism in Europe Unification of Italy and Germany.	<b>8</b>
<b>Unit V</b>	Growth of Imperialism. Causes of First World War	<b>8</b>
<b>Unit VI</b>	World War One- Major events and Peace settlement, Bolshevik Revolution (1917)	<b>7</b>
<b>Unit VII</b>	Economic and Social crisis between the two World War, the Great Depression and the New Deal	<b>9</b>
<b>Unit VIII</b>	Awakening of China- Mao's Long March and Rise of Communism, Emergence of USA and Japan as major powers.	<b>7</b>
<b>Unit VIII</b>	Emergence of New Ideologies – Fascism and Nazism, factors leading to World War II, the Holocaust, Victory of allied powers and shaping of new world order.	<b>7</b>



### Suggested Reading:

- Anthony Wood, History of Europe, 1815-1960 (1983)
- Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi)
- Bailey C.A.: The Birth of Modern World
- Basil Davidson, Modern Africa: A Social and Political History, 3rd edn.. London /New Jersey: Addison & Wesley, 1995
- Bennis, F. Lee: Europe since 1914
- C.M. Cipolla: Fontana Economic History of Europe, Volume II the Present (1981)
- Christopher Hill, From Reformation to Industrial Revolution
- E.J. Hobsbawm : The Age of Revolution
- Hartly, G.M.S. (1950), Short History of international Affairs 1920-1939. New York. Oxford University Press
- Hayes, C.J.H. A Political and Cultural History of Europe. 1830-1839
- J. Evans: The Foundations of a Modern State in 19th Century Europe.
- J.H Perry, The Establishment of the European Hegemony 1415-1715,
- James Joll, Europe Since 1870.
- K.R.G.Nair & Romey Borges, Discovering French Canada, Allied Publishers, 2002
- Langsam. W.C. World Since 1919, Surjeet Publication
- Parker, R.A.C.: (1969). Europe (1919-1945) London, Weidenliedl and Nicolson
- Ralph Davis, The Rise of the Atlantic Economies,
- T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815-1871]
- Taylor, A.J.P. (1961), Origin of the Second World War. Simon and Schuster

### • Hindi books

- ikFkZlkfjFk xq|r|k] ;wjksi dk bfrgk|-] fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh-
- ikFkZlkfjFk xq|r|k] fcZVsU dk bfrgk|-] fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh- tsEl
- ikFkZlkfjFk xq|r|k] vk|kqfud if"pe dk mn;-] fgUnh ek/;e dk;kZUo;u funs"kkY;] fnYyh-
- nsos"K fot;-] Qzkalhlh dzkafr ds lkaLd`frd igyw] fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh-
- nsos"K fot;¼laiknd½] ;jksih; laLd`fr¼1400&1800 bZ½] fgUnh ek/;e dk;kZUo;u fun"kkY;] fnYyh-
- oek|] yky cgknqj] vk|kqfud fo"o dk bfrgk|] fgUnh ek/;e dk;kZUo;u funs"kkY;] fnYyh-

Suggested Online Link: <https://ndl.iitkgp.ac.in>  
<https://epustakalay.com>  
<https://archive.org>  
[www.cec.nic.in](http://www.cec.nic.in)

### Suggested equivalent online courses:

IGNOU & other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

This course can be opted as an elective by the students of following subjects:

Open for all

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**Suggested Continuous Evaluation (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus (10 Marks).
- Presentation (10 Marks).
- Attendance (5 Marks).

**Course Prerequisites:** To study this course, a student must have qualified 10+2.

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## Project II

<b>Programme:</b> <i>Bachelor of History</i>		<b>Year: II</b>	<b>Semester: VI Project II</b>
<b>Subject: History</b>			
<b>Course Code:</b> H310P	<b>Course Title: Research Methodology in History</b>		
<b>Course Outcomes</b> The aim of the course is to provide students with an introduction to research methods and report writing. Upon successful completion of the course you are expected to develop understanding on various kinds of research, objectives of doing research, research process, and research designs. Have basic knowledge on qualitative research techniques.			
<b>Credits: 4</b>		<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 40</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	
<b>Unit I</b>	Historical Research: Meaning and Types, Choice of subject,	<b>2</b>	
<b>Unit II</b>	Research - Hypothesis collection of data sources classification of sources. Sources in context: written, oral, visual and archaeological	<b>5</b>	
<b>Unit III</b>	Historical Facts & Interpretation Authenticity of Sources . Evaluation of evidence	<b>4</b>	
<b>Unit IV</b>	Objectivity and Subjectivity in Writing History	<b>4</b>	

### Suggested Reading:

- Arthur Marwick, New Nature of History: Knowledge, Evidence and Language (Chapter V: The Historian at Work: Forget 'Facts', Foreground Sources), Lyceum Books Incorporated, 2001.
  - Arthur Marwick, The Nature of History (Chapter IV: History, Science and Social Science), London: Macmillan, 1989.
  - E. Sreedharan, A Text book of Historiography 500 BC to AD 2000, Orient Longman, 2004 ( also in hindi)
  - E.H Carr: What is History, Penguin,2008
  - Marc Bloch, The Historian's Craft (Introduction and Chapter I: History, Men and Time), Manchester University Press, 1992
  - Shiek Ali, S; History its Theory and Method Macmillan India Publication Madras 1978
-

- Thomson, D. Renier, G.J : The Aims of History (London: James and Hudson, 1969); History: Its Purpose and Methods ( London: George Allen & Unwin, 1950

**Suggested Online Link:** <https://ndl.iitkgp.ac.in>  
<https://epustakalay.com>  
<https://archive.org>  
<https://ignou.ac.in>  
[www.cec.nic.in](http://www.cec.nic.in)

**Suggested equivalent online courses:**

IGNOU & other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

**This course can be opted as an elective by the students of following subjects:** Only for Students with History as a Major Subject

**Suggested Continuous Evaluation (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus (10 Marks).
  - Presentation (10 Marks).
  - Attendance (5 Marks).
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## Vocational/Skill Development Course in History Department

<b>Vocational Course-01</b>		
<b>Programme:</b> <i>Certificate Course in History of Uttarakhand</i>	<b>Year:</b> First	<b>Semester:</b> I <b>Paper-I</b> <b>VC</b>
<b>Subject:</b> History		
<b>Course Code:</b> VC-01	<b>Course Title:</b> History of Uttarakhand	
<b>Course Outcomes:</b>		
<ol style="list-style-type: none"> <li>1. Building knowledge and understanding of History of Uttarakhand.</li> <li>2. To develop better understanding and the importance Uttarakhand in Historical perspective.</li> <li>3. To develop a much greater appreciation for the events and significance of History of Uttarakhand.</li> <li>4. To understand rich culture and tradition of Uttarakhand.</li> </ol>		
<b>Credits:</b> 3	<b>Minor Elective</b>	
<b>Max. Marks:</b> 25+75	<b>Min. Passing Marks:</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>		
Unit	Topic	No. of Lectures
<b>Unit I</b>	<b>Sources</b> <ul style="list-style-type: none"> <li>• Sources of the History of Uttarakhand</li> </ul>	7
<b>Unit II</b>	<b>History of Uttarakhand since the ages till Medieval Period</b> <ul style="list-style-type: none"> <li>• Prehistoric era</li> <li>• Dynasties of Uttarakhand: Kuninda, PauravaVarmans, Katyuris, Chands, Panwars, Gorkha invasion and rule.</li> </ul>	10
<b>Unit III</b>	<b>Modern Uttarakhand</b> <ul style="list-style-type: none"> <li>• Uttarakhand under the British (Trail to Ramsay)</li> <li>• Freedom struggle and local movements in Uttarakhand.</li> <li>• Uttarakhand State movement</li> </ul>	10
<b>Unit IV</b>	<b>Significance of Uttarakhand</b> Religious, Martial tradition, Natural resources	9
<b>Unit V</b>	<b>Society and Culture of Uttarakhand</b> Communities, Tribes, Folk Festival, Folk Music, Folk dance, TKS, Art and Architecture of Uttarakhand	9

### **Suggested Reading:**

- |   |                                 |
|---|---------------------------------|
| • Uttarakhandka Samgra Itihas           | Dr. Ajay Rawat                  |
| • History of Garhwal                    | Dr. Ajay Rawat                  |
| • Kumaon painting                       | Dr. Yashodhar Mathpal           |
| • Central Himalaya                      | Dr. M. S. S. Rawat              |
| • Uttarakhand Culture                   | Dr. Yashwant Singh Kthauch      |
| • A Brief History of the State Building | Kedar Singh Fonia               |
| • Himalayan Khash                       | Dr. D. D. Sharma                |
| • History of Uttrakhand                 | Dr Shiv Prashad Dabral 'Charan' |
| • History of Kumaon                     | Badraidutt Pandey               |
| • History of Garhwal                    | Harikrishna Rtudi               |
| • The History of the Himalayas          | Dr. Madan Chandra Bhatt         |

Suggested Online Link: <https://www.uou.ac.in/sites/default/files/slm/BTTM-601.pdf>

**Suggested equivalent online courses: NA**

**This course can be opted as an elective by the students of following subjects:** Open to all.

**Suggested Continuous Evaluation (25 Marks):** Assignment / Class Test / Quiz (MCQ) / Seminar/ Presentations

**Course Prerequisites: Basic understanding of History**

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### Minor Elective

Year	Sem.	Course Code	Paper Title	Theory	Credits
FIRST YEAR	I				
	II	H101MET	Folk Culture And Tribal History of Uttarakhand	Theory	4

<ul style="list-style-type: none"> <li>• Programme: <i>Certificate Course in History of Uttarakhand</i></li> </ul>		Year: I	Semester: II Paper I
<ul style="list-style-type: none"> <li>• Subject: History</li> </ul>			
<ul style="list-style-type: none"> <li>• Course Code:</li> <li>• H101MET</li> </ul>	<ul style="list-style-type: none"> <li>• Course Title: Folk Culture And Tribal History of Uttarakhand</li> </ul>		
<ul style="list-style-type: none"> <li>• Course Outcomes:</li> <li>• This paper aims to impart learning about the folk and tribal tradition of Uttarakhand. The student will be able to understand how folk groups represent themselves through their cultural idioms. They will gain knowledge of how folklore plays an important role in communicating cultural contracts and community expressive behavior. After completion of this programme the student will be able to understand the tribal culture, life and their situation in Uttarakhand. They will know about the tribal development in Uttarakhand. From pre-independence to present day. The students will develop zeal to work for tribal people and their development in different department of Government and Non-Governmental organizations.</li> </ul>			
<ul style="list-style-type: none"> <li>• Credits:4</li> </ul>		<ul style="list-style-type: none"> <li>• Core Compulsory</li> </ul>	
<ul style="list-style-type: none"> <li>• Max. Marks: 100</li> </ul>		<ul style="list-style-type: none"> <li>• Min. Passing Marks:33</li> </ul>	
<ul style="list-style-type: none"> <li>• Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</li> </ul>			
<ul style="list-style-type: none"> <li>• Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Topic</li> </ul>		<ul style="list-style-type: none"> <li>No. of Lectures</li> </ul>
<ul style="list-style-type: none"> <li>• Unit I</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and Scope of Folk Culture</li> </ul>		<ul style="list-style-type: none"> <li>7</li> </ul>
<ul style="list-style-type: none"> <li>• Unit II</li> </ul>	<ul style="list-style-type: none"> <li>• Folk Festivals</li> </ul>		<ul style="list-style-type: none"> <li>8</li> </ul>
<ul style="list-style-type: none"> <li>• Unit III</li> </ul>	<ul style="list-style-type: none"> <li>• Folk Music</li> </ul>		<ul style="list-style-type: none"> <li>9</li> </ul>

• <b>Unit IV</b>	• Folk Dance	<b>8</b>
• <b>Unit V</b>	• Tribal Studies in India	<b>6</b>
• <b>Unit VI</b>	• Salient Features of Tribes prevailed in Uttarakhand	<b>9</b>
• <b>Unit VII</b>	• Tribe-British Relations	<b>6</b>
• <b>Unit VIII</b>	• Tribal resistance and armed struggle	<b>7</b>

**Suggested Reading:**

**Hindi books**

- etwenkj] Mh0,u0&jslst ,aM dYpj vkQ bafM;k] ,f"K;k ifCydss"ku gkml] ubZ fnYyh] 1958
- fnudj] jke/kkjh flag&lald`fr ds pkj v/;k;] iVuk] fcgkj]1972
- iar] ,lOMh0& n lksfl; y bdkukeh vkQ n fgeky;kt] ,syu ,aM ,Mfou] yanu] 1935
- ijekj] okbZ0,lO&ikSyh,aM" h bu n fgeky;kt] fnYyh] 1975
- ikaMs] cn:nRr&dqekAW dk bfrgkI] "kfDr izsl] vYeksM+k] 1937
- ikaMs] f=ykpu&dqekAWuh Hkk'kk vksj mldk lkfgR;] vYeksM+h cqd fMik;] 1982
- ikaxrh] jkef lag&tksgkj dk bfrgkI o oa"kkoyh] lhekari lkaLd`frd laxBu] ubZ fnYyh] 1980
- iUukyky&fgan dLvejH ykW vkQ dqekAW bykgkcn] 1920
- izseh] fo"oEHkj lgk;&fgeky; esa Hkkjrh; lald'ir] pSrU; izdk"ku] dkuiaj
- luoky] vkjOMh0&lksfl; y LVVhfQd"ku bu :jy dqekAW] vkDIQksMZ ;wfuoflZVh izsl] yanu] 1978
- Mcjky&mRrjk[kam ds Hkksrkafrd] nksxMk] x<+oky] ohjxkFkk izdk"ku] 1961
- Mcjky] f"ko izlkn&mRrjk[kam dk bfrgkI] ohjxkFkk izdk"ku nksxMk] 1968
- Pahar Journal, All Volumes

**Suggested Online Link:**

**Suggested equivalent online courses:**

IGNOU & other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

**This course can be opted as an elective by the students of following subjects:**

**Suggested Continuous Evaluation (25 Marks):**

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- Seminar/Assignment on any topic of the above syllabus (10 Marks).
- Presentation (10 Marks).
- Attendance (5 Marks).

**Course Prerequisites: Open for All**



Vocational Course-02					
Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
II YEAR	III				
	IV	VC-02	Museums & Archives in India	Theory	4

<b>Programme: Certificate Course in Museums &amp; Archives in India</b>			<b>Year: II</b>	<b>Semester: III Paper-2 VC</b>
<b>Subject: History</b>				
<b>Course Code:</b> VC-02	<b>Course Title: Museums &amp; Archives in India</b>			
<b>Course Outcomes:</b>				
This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to National Archives and Museum are an integral part of the course.				
<b>Credits:4</b>			<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>			<b>Min. Passing Marks: 40</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>				
<b>Unit</b>	<b>Topic</b>			<b>No. of Lectures</b>
<b>Unit I</b>	Definitions			<b>2</b>
<b>Unit II</b>	History of setting up of Museums and Archives: Some case studies			<b>5</b>
<b>Unit III</b>	Studying of structures & Functions			<b>4</b>
<b>Unit IV</b>	Training & Employment			<b>4</b>

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### **Suggested Reading:**

- Abhilekh Patal Web Portal.
- Agrawal, O.P.: Essentials of Conservation and Museology, Delhi, 2007.
- Archivavia, Research Journal.
- Basu, Purnendu; Records and Archives, What are they, National Archive of India, 1960, Vol
- Choudhary, R.D.: Museums of India and their malades, Calcutta: Agam Kala, 1988.
- G.Edson & Dean David, Handbook for Museum, London, Routledge, 1986
- Grace Morely: Museum Today, Uni. of Baroda, 1981.
- Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in Colonial India,
- Guha-Thakurta, Tapti: The Making of a New Modern Indian Art : Aesthetics and Nationalism II, No. 29. Roy Choudhary D and Others: Sangrahalaya Vigyan (Hindi) New Delhi, 1965.
- in Bengal, 1850-1920, Cambridge University Press, 1992. Mitter, Partha: Indian Art, Oxford History of Art Series, Oxford University Press, 2001.
- Jain Sunjaya: Museum and Museology : Ek Parichaya (Hindi), Kanika Prakashan, 1999.
- John Ridener, From Folders to Post Modernism: A Concise History of Archival Theory, 2009
- Nair, S.M.: Bio-Deterioration of Museum Materials, 2011.
- New York, 2004. Kathalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973.
- Ray Niharranjana: An Approach to Indian Art, Calcutta, 1970.
- Saloni Mathur , India By Design: Colonial History and Cultural Display, University of California, 2007
- Saloni Mathur : India by Design : Colonial History and Cultural Display, University of California, 2007. Sengupta, S. : Experiencing History Through Archives, Delhi : Munshiram Manoharlal,
- Sengupta , S. Experiencing History Through Archives . Delhi: Munshiram Manoharlal ,2004 Guha , Thakurta ,Tapati, Monuments, Objects ,Histories : Institution of Art in Colonial.
- The Indian Archives, Journal.

### **Hindi books**

**Suggested Online Link:** <https://ndl.iitkgp.ac.in>  
<https://epustakalay.com>  
<https://archive.org>  
<https://ignou.ac.in>

### **Suggested equivalent online courses:**

IGNOU & other centrally/state operated universities/MOOC platforms such as SWAYAM in India and Abroad.

**This course can be opted as an elective by the students of following subjects:**

### **Suggested Continuous Evaluation (25 Marks):**

- Seminar/Assignment on any topic of the above syllabus (10 Marks).
  - Presentation (10 Marks).
  - Attendance (5 Marks).
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