

MASTER OF ARTS (HISTORY)

PROGRAMME GUIDE

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INTRODUCTION

The programme offers an in-depth study of political, social, economic, and cultural developments from ancient to modern times, with a focus on India and the wider world, covering main themes such as state formation, social structures, economic history, colonialism, historiography, gender, and environmental history. Emphasizing research methods and teaching aptitude, the curriculum equips students with critical thinking and analytical skills essential for careers in academia, education, and research.

PROGRAMME OUTCOMES

PO1: Broad Historical Understanding- Develop a clear understanding of major political, social, and economic developments in Indian and world history.

PO2: Analytical and Comparative Skills-Critically analyze historical processes, state structures, and social systems across different time periods.

PO3: Research and Interpretation -Apply historical methods and historiographical approaches in academic research and writing.

PO4: Social and Pedagogical Relevance - Evaluate the role of history in shaping contemporary society, develop teaching aptitude, and understand inclusive narratives around gender, environment, and marginalized communities.

PROGRAMME SPECIFIC OUTCOMES

PSO1: Demonstrate in-depth knowledge of ancient, medieval, and modern Indian and world history, with the ability to critically analyze political, social, and economic transformations across time.

PSO2: Apply historical methods, research skills, and historiographical approaches to interpret sources, conduct scholarly inquiry, and connect historical understanding with contemporary social issues.

SALIENT FEATURES

- Comprehensive coverage of political, social, economic, and cultural history from ancient to modern times.
- In-depth study of Indian history within a global and comparative framework.
- Emphasis on research methodology, historiography, and teaching aptitude.
- Focus on contemporary relevance through themes like gender, environment, and colonialism.

PROGRAMME CODE: 442B-S

DURATION OF THE PROGRAMME:

Minimum Duration: 2 years

Maximum Duration: 4 years

MEDIUM OF INSTRUCTION/EXAMINATION:

Study Material may be made available in English/ Hindi medium. However, a student has the option of writing the Exam in English/ Hindi/Punjabi language.

SCHEME					
COURSE CODE	COURSE TITLE	CREDITS	CA	ETE (Theory)	ETP (Practical)
TERM 1					
DHIS411	HISTORY OF THE ANCIENT WORLD	4	30	70	0
DHIS412	HISTORY OF MODERN WORLD 1450-1870	4	30	70	0
DHIS413	EVOLUTION OF SOCIAL STRUCTURE IN ANCIENT INDIA	4	30	70	0
DHIS414	POLITICAL STRUCTURE AND STATE FORMATION IN ANCIENT INDIA	4	30	70	0
DSSC501	TEACHING APTITUDE	4	30	70	0
TERM 2					
DEIS415	HISTORY OF MEDIEVAL WORLD	4	30	70	0
DHIS416	HISTORY OF MODERN WORLD 1871-1991	4	30	70	0
DHIS417	EVOLUTION OF SOCIAL STRUCTURE IN MEDIEVAL INDIA	4	30	70	0
DHIS418	POLITICAL STRUCTURE AND STATE FORMATION IN MEDIEVAL INDIA	4	30	70	0
DGEN530	FUNDAMENTALS OF RESEARCH	4	30	70	0
TERM 3					
DHIS511	ECONOMIC HISTORY OF ANCIENT AND MEDIEVAL INDIA	4	30	70	0
DHIS512	HISTORICAL THOUGHT	4	30	70	0
DHIS513	HISTORY OF ECOLOGY AND ENVIRONMENT	4	30	70	0
DHIS514	ADMINISTRATIVE AND INSTITUTIONAL STRUCTURE IN COLONIAL INDIA	4	30	70	0
DHIS516	HISTORIOGRAPHY	4	30	70	0
TERM 4					
DHIS515	ECONOMIC HISTORY OF MODERN INDIA	4	30	70	0
DHIS517	WOMEN IN INDIAN HISTORY	4	30	70	0
DHIS518	SOCIAL STRUCTURE IN COLONIAL AND MODERN INDIA	4	30	70	0
DHIS692	DISSERTATION OR	8			
DHIS536	SOCIETY AND CULTURE OF INDIA 1200AD-1750AD	4	30	70	0
DHIS636	ECONOMIC HISTORY OF INDIA FROM 1757AD TO 1947AD	4	30	70	0
TOTAL CREDITS				80	

Course Category	Topic and Report Submission	End Term Practical/Viva
Dissertation	<p style="text-align: center;">Weightage 30%</p> <ul style="list-style-type: none"> • Submission of Project Report (Format Compliance) – 10% • Innovation & Applicability – 10% • Quality of Work – 10% 	<p style="text-align: center;">Weightage 70%</p> <ul style="list-style-type: none"> • Communication – 10% • Awareness of Latest Trends – 10% • Query Handling & Justification – 20% • Methodology & Implementation Evaluation – 20% • Openness to Suggestions – 10%

Course Code	DHIS411	Course Title	HISTORY OF THE ANCIENT WORLD	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- CO1:** Understand and analyze the evolution of early human societies from hunting-gathering to the agricultural revolution and its broader implications.
- CO2:** Evaluate the key features of Bronze Age civilizations, including their technological, socio-economic, and cultural developments.
- CO3:** Examine the formation and functioning of early states and empires such as Persia, Greece, and Rome in a comparative historical context.
- CO4:** Explore alternative social formations across Latin America, Africa, and nomadic empires, along with interpreting historical maps of early civilizations.

Unit No.	Content
Unit-1	Early Human Societies-I: Hunting and Gathering, Pastoral Nomadism Early Human Societies-II: Transition to agriculture, Neolithic Revolution and its implications
Unit-2	Bronze Age Civilization-I: Cultural and natural settings of the early civilizations, technological foundations and socio-economic parameters
Unit-3	Bronze Age Civilization-II: Writing and artistic expression, the social structure reconstructed
Unit-4	Formation of States and Empires -I: A General Introduction, The Persian Empire
Unit-5	Formation of States and Empires -II: Ancient Greece
Unit-6	Formation of States and Empires -III: The Roman Empire
Unit-7	Alternative Social Formations-I: Latin America
Unit-8	Alternative Social Formations-II: Africa
Unit-9	Alternative Social Formations-III: Nomadic Empires
Unit-10	Maps: Earliest Neolithic Sites, Bronze Age Civilizations, Extent of the Roman Empire

READINGS: SELF LEARNING MATERIA (SLM)

FURTHER READINGS:

1. Childe, V. Gordon. *Man Makes Himself*. London: Watts & Co., 1936.
2. Maisels, Charles Keith. *The Emergence of Civilization: From Hunting and Gathering to Agriculture, Cities, and the State in the Near East*. London: Routledge, 1990.
3. Pollock, Susan. *Ancient Mesopotamia: The Eden That Never Was*. Cambridge: Cambridge UP, 1999.

4. Boardman, John, Jasper Griffin, and Oswyn Murray, eds. *The Oxford History of the Classical World*. Oxford: Oxford UP, 1986.
5. Potter, David S. *Ancient Rome: A New History*. London: Thames & Hudson, 2009.
6. McIntosh, Susan Keech. *Ancient African Civilizations: Kush and Axum*. Cambridge: Cambridge UP, 2017.
7. Wolf, Eric R. *Europe and the People Without History*. Berkeley: U of California P, 1982.

Course Code	DHIS412	Course Title	HISTORY OF MODERN WORLD 1450-1870	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- CO1:** Analyze the impact of the Renaissance and Enlightenment on modern ideas of individualism and society.
- CO2:** Evaluate theories of the modern state, capitalist economy, and social structures, including their critiques.
- CO3:** Understand the significance of major revolutions in shaping modern political and social change.
- CO4:** Examine the influence of knowledge and technological revolutions on communication and medical sciences.
- CO5:** Assess the rise of modern states through imperialism, nationalism, and the unification of Italy and Germany.

Unit No.	Content
Unit-1	Theories of the Modern World-I: Renaissance and the Idea of the Individual Theories of the Modern World-II The Enlightenment, Critiques of Enlightenment
Unit-2	Modern World: Essential Component: Theories of the State, Capitalist Economy and Its Critique, The Social Structure
Unit-3	Revolutions: French Revolution, Greece War of Independence, Battle of Crema,
Unit-4	Knowledge Revolution: Printing and Informatics
Unit-5	Technological Revolution: Communications and Medical Sciences
Unit-6	The Modern State and Politics: Bureaucratization, Democratic Politics
Unit-7	Capitalism and Industrializations: Commercial Capitalism, Capitalist Industrialization, Socialist Industrialization, Underdevelopment
Unit-8	Rise of Modern States-I: Imperialism, Colonialism, and Nation-State System
Unit-9	Rise of Modern States-II: Unification of Italy
Unit-10	Rise of Modern States-III: Unification of Germany

READINGS:

1. Burke, Peter. *The Renaissance*. New York: Macmillan, 1997.
2. Porter, Roy, ed. *The Enlightenment*. Basingstoke: Palgrave Macmillan, 2001.
3. Hobsbawm, Eric. *The Age of Revolution: Europe 1789-1848*. London: Abacus, 1996.

4. Eisenstein, Elizabeth L. *The Printing Press as an Agent of Change*. Cambridge: Cambridge UP, 1980.
5. Osterhammel, Jürgen. *The Transformation of the World: A Global History of the Nineteenth Century*.

Course Code	DHIS413	Course Title	EVOLUTION OF SOCIAL STRUCTURE IN ANCIENT INDIA	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

CO1: Understand and evaluate the sources and methods used to reconstruct ancient societies.

CO2: Describe the characteristics and development of early human societies including hunting, pastoralism, and early farming.

CO3: Analyze the key features of Bronze Age civilizations and the cultural transitions reflected in Vedic and Iron Age societies.

CO4: Examine the socio-religious ferment in ancient India and the social dynamics of early historic urban and rural communities.

COURSE CONTENTS:

Unit No.	Content
Unit-1	Introductory: Reconstructing Ancient Society with Special Reference to Sources
Unit-2	Early Phase: Hunting Gathering, Pastoralism; Early Farming Society
Unit-3	Bronze Age: Harappan Civilization and Other Chalcolithic Cultures
Unit-4	Cultures in Transition: Societies Represented in Vedic Literature; Iron Age Cultures
Unit-5	Socio-Religious Ferment in North-India: Buddhism and Jainism, Spread of Buddhism in Central and Peninsular India
Unit-6	Early Historic Societies-I: 6th Century BCE to 4th Century CE, Urban Classes- Traders and Artisans
Unit-7	Early Historic Societies-II: Extension of agricultural settlements; chaityas, viharas and their interaction with tribal groups
Unit-8	Early Historic Societies-III: Marriage and Family Life, Notions of Untouchability, Changing patterns in Varna and Jati
Unit-9	Early Tamil Society : Regions and their Cultures and Cult of Hero Worship
Unit-10	Map Work: Important Indus Valley Civilization sites, Buddhist and Jain area of influence

READINGS:

Nation, Nationalism and Social Structure in Ancient India: Shiva Acharya

Course Code	DHIS414	Course Title	POLITICAL STRUCTURE AND STATE FORMATION IN ANCIENT INDIA	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- CO1:** Analyze the transition from pre-state formations to early states in North and South India through archaeological and literary sources.
- CO2:** Examine the development of territorial states, including the Mauryan Empire and the role of gana-sanghas and monarchies.
- CO3:** Evaluate the political dynamics and state formations from the post-Mauryan period to the rise and fall of the Gupta Empire.
- CO4:** Understand the nature and diversity of polities in South India between the 3rd and 6th centuries CE through epigraphic and historical evidence.

Unit No.	Content
Unit-1	Pre-State to State-I: Sources, Pre-state to state in early North India, the early Vedic context, the later Vedic scenario
Unit-2	Pre-State to State-I: Early historic Tamil polity as described in Sangam literature, pre-state situation in south India, chiefdoms of Tamilakam, towards stratification, the formation of the state
Unit-3	Territorial States to Empire: Age of Buddha, origin of the territorial states, the gana-sanghas, monarchies, the Mauryan Empire
Unit-4	Polities from 2nd Century BCE to 3rd Century CE-I: Post Mauryan period- Sungas and Kanvas
Unit-5	Polities from 2nd Century BCE to 3rd Century CE-II: Rise of the power of the Indo-Greeks, Sakas, Parthians and Kushanas, nature of the Kushana state
Unit-6	Polities from 3rd Century CE to 6th Century CE in North India-I: The rise of Gupta power, the Gana-Sangha tribal polities, monarchical setup - Samatata and Kamarupa, forest chiefs
Unit-7	Polities from 3rd Century CE to 6th Century CE in North India-II: Nature of state under the Guptas, rise of feudatories and disintegration of Gupta Empire
Unit-8	Polities from 3rd Century CE to 6th Century CE in South India-I: Nature of Polities and their Social Origins in South India
Unit-9	Polities from 3rd Century CE to 6th Century CE- South India: Evidence of Puranic and Epigraphic Sources, Historical Geography of Peninsular India

Unit-10	Polities from 3rd Century CE to 6th Century CE- South India: The Andhra region, Karnataka, Maharashtra and North Karnataka, The Tamil Region
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READINGS:

<http://egyankosh.ac.in/handle/123456789/5381>

Course Code	DHIS415	Course Title	HISTORY OF THE MEDIEVAL WORLD	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

CO1: Analyze the relationship between religion, state, and society in the Late Roman, Arab, and Chinese worlds.

CO2: Understand the forms, phases, and debates surrounding feudalism and its decline.

CO3: Evaluate the role of trade, commerce, and craft production in shaping the medieval world economy.

CO4: Examine transitions in knowledge, technology, religion, and social structures leading to the pre-modern world.

Unit No.	Content
Unit-1	Religion, State and Society-I: The Late Roman World
Unit-2	Religion, State and Society-II: The Arab World
Unit-3	Religion, State and Society-II: China
Unit-4	Feudalism-I: Debates on feudalism, form and structures of feudalism
Unit-5	Feudalism-II: Phases of feudalism, Trade and the decline of feudalism
Unit-6	Trade and Commerce in the Medieval World-I: Oceanic trade, Business communities
Unit-7	Trade and Commerce in the Medieval World-II: Commercial practices, craft production
Unit-8	Medieval World in Transition-I: Science and technologies and expansion of knowledge, literature and institutions of learning
Unit-9	Medieval World in Transition-I: Religious establishment, transition to modern world
Unit-10	Pre-modern World: An Overview- trends and transition in population, Urbanism, Technologies of warfare and communication, kinship pattern and family structure

READINGS

1. Bloch, Marc. *Feudal Society*. Trans. L.A. Manyon. Chicago: University of Chicago Press, 1961.
2. Wickham, Chris. *The Inheritance of Rome: Illuminating the Dark Ages, 400–1000*. London: Penguin Books, 2009.

Course Code	DHIS416	Course Title	HISTORY OF MODERN WORLD 1871-1991	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- C01:** Analyze European expansion and its global impact from the Age of Sail to colonial settlements.
C02: Understand major migration patterns and their socio-political consequences in the Americas.
C03: Evaluate the causes and effects of major 20th-century international conflicts and rivalries.
C04: Examine the dynamics of the Cold War, decolonization, and the evolving unipolar world order.
C05: Assess modern challenges including warfare, violence by non-state actors, demographic shifts, and ecological dilemmas.

Unit No.	Content
Unit-1	Expansion of Europe-I: Conquest and Appropriation- The Age of Sail; Non-European navies; shifts in British naval power
Unit-2	Expansion of Europe-II: European expansion in the New World; decline of Afro-Asian regimes and Western entry into Australia.
Unit-3	Migrations and Settlements: Migrations to South and North America
Unit-4	International Relations-I: International Rivalries of Twentieth Century -First World War and peace settlements; rise of extremism and causes of WWII
Unit-5	International Relations-II: The Cold War; nuclear arms race and non-proliferation efforts.
Unit-6	International Relations-III: Decolonization, The Unipolar World and Counter-Currents
Unit-7	Violence and Repression-I: Modern Warfare, Total War
Unit-8	Violence and Repression-II: Violence by Non-State Actors
Unit-9	Dilemmas of Development-I: Demography- Theories of demographic change and Trajectories
Unit-10	Dilemmas of Development-II: Ecology and Consumerism

READINGS:

- Gaddis, John Lewis. *The Cold War: A New History*. New York: Penguin Press, 2005.
- McNeill, William H. *The Pursuit of Power: Technology, Armed Force, and Society Since A.D. 1000*. Chicago: University of Chicago Press, 1982.

Course Code	DHIS417	Course Title	EVOLUTION OF SOCIAL STRUCTURE IN MEDIEVAL INDIA	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- CO1:** Understand the transition to early medieval societies and the formation of caste and jatisystems.
CO2: Analyze the role of religion in shaping early medieval society.
CO3: Examine the causes and effects of urban decline focusing on agrarian expansion.
CO4: Evaluate the impact of land grants and intermediaries on medieval urban structures.
CO5: Describe the social and rural community structures across different regions of medieval India.

Unit No.	Content
Unit-1	Early Medieval Societies-I: Transition to early medieval societies; transition to early medieval societies, Proliferation and Consolidation of Castes & Jatis
Unit-2	Early Medieval Societies-II: Religion in Society
Unit-3	The Problem of Urban Decline-I: Agrarian Expansion
Unit-4	The Problem of Urban Decline-II: Land grants and growth of intermediaries
Unit-5	Medieval Society –I: Village Community; Rural Society - North India
Unit-6	Medieval Society –II: Rural Society – South India
Unit-7	Medieval Society – III: Clans and Confederacies in Western India
Unit-8	Medieval Society – IV: Urban Social Groups in North India
Unit-9	Changing Social Structure-I: Peninsular India
Unit-10	Changing Social Structure-II: Socio-Religious Movements

READINGS:

1. Chattopadhyaya, Brajadulal. *The Making of Early Medieval India*. New Delhi: Oxford University Press, 1994. Print.
2. Sharma, R. S. *Urban Decay in India: c. 300–c. 1000*. New Delhi: Munshiram Manoharlal, 1987. Print.
3. Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*. New Delhi: Oxford University Press, 1996. Print.
4. Jaiswal, Suvira. *The Origin and Development of Vaisnavism: From 200 B.C. to A.D. 500*. New Delhi: Munshiram Manoharlal, 1981. Print.

Link: <http://egyankosh.ac.in/handle/123456789/5404>

Course Code	DHIS418	Course Title	POLITICAL STRUCTURE AND STATE FORMATION IN MEDIEVAL INDIA	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- C01:** Understand the political developments and key dynasties in early medieval North India from the 7th to 12th centuries CE.
- C02:** Analyze the structure and functioning of early medieval polities in Peninsular India including administrative and military systems.
- C03:** Examine the nature of state formation under the Delhi Sultanate using textual and historical sources.
- C04:** Evaluate the major trends and historiography of the Vijayanagara, Bahmani, and other Deccan kingdoms.
- C05:** Explore the evolution and decline of the Mughal state and the emergence of 18th-century successor states in India.

Unit No.	Content
Unit-1	Early Medieval Polities in North India, 7th to 12th Centuries CE-I: Transition to Early Medieval India: Various Perspectives
Unit-2	Early Medieval Polities in North India, 7th to 12th Centuries CE-II: Major Political Powers: Palas, Pratiharas and Rashtrakutas
Unit-3	Early Medieval Polities in Peninsular India 6th to 12th Centuries CE-I: The Major Kingdoms and their Territorial Expansion
Unit-4	Early Medieval Polities in Peninsular India 6th to 12th Centuries CE-II: Monarchical Polity, Administrative System, Political Processes between the 6th – 8th Centuries CE
Unit-5	Early Medieval Polities in Peninsular India 6th to 12th Centuries CE-III: The Royal Establishment, Landed Magnates as State’s Agents, Revenue
Unit-6	Early Medieval Polities in Peninsular India 6th to 12th Centuries CE- IV: Military and Police, Locality Chiefs, Local Groups: The Basis of Power and Ideology
Unit-7	State under the Delhi Sultanate: Understanding the State, Textual Sources on Statecraft
Unit-8	Vijayanagara, Bahmani and other Kingdoms: Major Trends in the Historiography of Vijayanagara, Foundation of the Vijayanagara Kingdom, Nature of the State, Resources of the Realm, Continuity and Change, The Bahmani Kingdom, The Kingdom of Bengal, The Kingdom of Malwa
Unit-9	The Mughal State: Evolution of Theory of Sovereignty, Imperial Ideology under Akbar, Nature of State: Various Interpretations, Decline
Unit-10	18th Century Successor States: 18th Century Debate, Bengal, Hyderabad, Awadh

READINGS:

1. Kulke, Hermann, and Dietmar Rothermund. A History of India. 4th ed., New York: Routledge, 2004.
2. Thapar, Romila. Early India: From the Origins to AD 1300. Berkeley: University of California Press, 2004.
3. Majumdar, R. C. The History and Culture of the Indian People: The Classical Age. Vol. 3, Bombay: Bharatiya Vidya Bhavan, 1960.
4. Eaton, Richard M. The Rise of Islam and the Bengal Frontier, 1204–1760. Berkeley: University of California Press, 1993.
5. Jackson, Peter. The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press, 1999.
6. Stein, Burton. Vijayanagara. Cambridge: Cambridge University Press, 1989.

LINKS

1. <http://egyankosh.ac.in/handle/123456789/5383>
2. <http://egyankosh.ac.in/handle/123456789/5385>

Course Code	DHIS511	Course Title	POLITICAL STRUCTURE AND STATE FORMATION IN MEDIEVAL INDIA	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- CO1:** Understand the origins and development of agriculture, craft production, and urbanization in ancient India.
- CO2:** Analyze trade patterns, urbanization, and economic linkages across North and Peninsular India from 600 BCE to 300 CE.
- CO3:** Examine the nature of the early medieval economy, including agricultural organization and craft production in different regions.
- CO4:** Evaluate the role of trade networks, merchant organizations, and urban centers in early medieval and medieval India.
- CO5:** Assess the expansion and transformation of the medieval economy, focusing on agrarian structure, taxation, and commerce up to the eighteenth century.

Unit No.	Content
Unit-1	Emergence and Structure of Complex Economy I: Origins of Agriculture, Animal Domestication, Craft Production to Urbanisation (Case of the Harappan Civilization)
Unit-2	Emergence and Structure of Complex Economy II: Archaeology and Geography of Agriculture and Pastoral Communities of the Subcontinent to the Middle of the First Millennium BCE
Unit-3	Emergence and Structure of Complex Economy III: Patterns of Trade, Urbanisation and Linkages: North India (c. 600 BCE to 300 CE)
Unit-4	Emergence and Structure of Complex Economy IV: Patterns of Trade, Urbanisation and Linkages: Peninsular India (c. 300 BCE to 300 CE)
Unit-5	Early Medieval Economy and Its Continuities-I: The Feudalism Debate in Indian History
Unit-6	Early Medieval Economy and Its Continuities-II: Organisation of agricultural and craft production: North India, c. 550 CE to c. 1300 CE
Unit-7	Early Medieval Economy and Its Continuities-III: Nature of stratification and regional profiles of agrarian society in early medieval North India, c. 550 CE to c. 1300 CE; organisation of agricultural and crafts production, regional profiles of agrarian society, Nature of stratification: South India
Unit-8	Early Medieval Economy and Its Continuities-IV: Trade, trading networks and urbanisation: North India, c. 550 CE to c. 1300 CE; exchange networks, merchant organisations and urbanisation: South India

Unit-9	Expansion and Growth of Medieval Economy-I: Agricultural production, agrarian structure: relations, non-agricultural production, taxation, urban centers in medieval India
Unit-10	Expansion and Growth of Medieval Economy-II: Inland and maritime trade, business practices and monetary history, technology and economy, transport and communication, Eighteenth century in Indian history

READINGS:

1. Thapar, Romila. Ancient Indian Social History: Some Interpretations. New Delhi: Orient Longman, 1978.
2. Habib, Irfan. The Agrarian System of Mughal India, 1556-1707. Oxford: Oxford University Press, 1999.
3. Gopal, Lallanji. Urban Settlements in Early Medieval India. New Delhi: Oxford University Press, 1990.
4. Chaudhuri, K. N. Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750. Cambridge: Cambridge University Press, 1985.

Links : <http://egyankosh.ac.in/handle/123456789/44483>

Course Code	DHIS512	Course Title	HISTORICAL THOUGHT	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- CO1:** Understand the significance of studying history and its relationship with other disciplines.
CO2: Analyze key historical concepts such as generalization, causation, objectivity, and interpretation.
CO3: Evaluate the influence of ideology and society on the writing of history.
CO4: Explore the economic and societal history perspectives including subaltern studies, peasantry, caste, and gender.
CO5: Examine the historical development of science, technology, and environmental interactions.

Unit No.	Content
Unit-1	Introduction: Why study history; time: the past and the present, relationship between history and other disciplines
Unit-2	Understanding History-I: Generalization, Causation,
Unit-3	Understanding History-II: Objectivity and Interpretation
Unit-4	Understanding History-II: History, Ideology and Society
Unit-5	Economic History-I: History from Below, Subaltern Studies
Unit-6	Economic History-II: Peasantry and Working Classes
Unit-7	Societal History-I: Castes and Tribes
Unit-8	Societal History-II: Gender, Religion and Culture
Unit-9	Science History-I: Environment
Unit-10	Science History-II: Science and Technology

READINGS:

1. Carr, E. H. What Is History? New York: Vintage Books, 1961.
2. Burke, Peter. The Fabrication of Louis XIV. New Haven: Yale University Press, 1992.
3. Merchant, Carolyn. The Death of Nature: Women, Ecology, and the Scientific Revolution. San Francisco: Harper & Row, 1980.
4. Kuhn, Thomas S. The Structure of Scientific Revolutions. 2nd ed., Chicago: University of Chicago Press, 1970.

Links:

<http://egyankosh.ac.in/handle/123456789/44373>

Course Code	DHIS513	Course Title	HISTORY OF ECOLOGY AND ENVIRONMENT	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- CO1:** Understand key ecological concepts and the nature-human relationship, focusing on early Indian societies like hunting-gatherers and pastoralists.
- CO2:** Analyze the origins, development, and regional variations of agricultural societies and their impact on the environment.
- CO3:** Examine how different natural resources such as water, forests, minerals, and energy have been utilized and managed historically.
- CO4:** Explore Indian philosophical perspectives on man's relationship with nature and the historical evolution of environmental conservation practices.
- CO5:** Assess the environmental policies and resource management during colonial times and contemporary challenges including biodiversity and sustainable alternatives.

Unit No.	Content
Unit-1	Studying Ecology & Environment-I: An Introduction: Nature-Human interface Studying Ecology & Environment-II: Indian landscape, environment and early societies: hunting-gathering, nomadic pastoralism
Unit-2	Environment and Agricultural Societies-I: Origins of agriculture, river valley civilisation
Unit-3	Environment and Agricultural Societies-II: Agricultural diffusion and regional specificities
Unit-4	Environment and Agricultural Societies-III: Appropriation of environment - other forms: energy resources, water resources, forest resources, metal & mineral resources
Unit-5	Indian Philosophy and Environment-I: Man-Nature relationship
Unit-6	Indian Philosophy and Environment-II: Conservation through ages, Transitions
Unit-7	Colonialism and Environment-I: Understanding of Environment, Environmental Agenda
Unit-8	Colonialism and Environment-II: Resource Management: Forests, Water
Unit-9	Modern Concerns-I: Development and Environmental Concerns, Biodiversity
Unit-10	Modern Concerns-II: Environmental Resources and Patents, Alternatives

READINGS:

1. Gadgil, Madhav, and Ramachandra Guha. *This Fissured Land: An Ecological History of India*. University of California Press, 1993.
2. Bate, Barbara. *The Environment and the People in American Cities, 1600s-1900s: Disorder, Inequality, and Social Change*. Duke University Press, 2002.
3. Shiva, Vandana. *Staying Alive: Women, Ecology, and Development*. Zed Books, 1988.
4. Arnold, David. *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*. University of California Press, 1993.

Links: <http://egyankosh.ac.in/handle/123456789/5414>

Course Code	DHIS514	Course Title	ADMINISTRATIVE AND INSTITUTIONAL STRUCTURE IN COLONIAL INDIA	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- CO1:** Understand the emergence and consolidation of 18th-century polities, including local power dynamics, rebellions, and administrative changes.
- CO2:** Analyze the arrival and impact of European colonial powers—Portuguese, Dutch, French—and their trade and administrative systems in India.
- CO3:** Examine the nature and political economy of the British colonial state and its instruments of control over India.
- CO4:** Explore the formation and sovereignty of Princely States within the colonial framework and their relationship with the British Raj.
- CO5:** Evaluate the ideologies of the Raj, colonial resource management, educational reforms, and the transition to democratic post-colonial India.

Unit No.	Content
Unit-1	The Eighteenth-Century Polities: Emergence and the consolidation of power of new local magnates, economic basis of the 18 th century polities, regional basis of political power through rebellion and autonomy, administrative set-up of the new states: continuity and change
Unit-2	Colonial Powers: Portuguese, Dutch and French: Arrival of the Portuguese: The Portuguese Seaborne Empire (1500-1640), Phase of the Dutch domination (1600- 1680), nature and pattern of the Dutch trade: Administrative functioning of the Dutch factories, impact of the Dutch empire on the Indian society and state,
Unit-3	The British Colonial State: Nature of the colonial state, the political economy of the colonial state, instruments of control,
Unit-4	Princely States: Genesis of the new Princely Order, basic features of sovereignty in the Princely States
Unit-5	Ideologies of the Raj-I: The Orientalist images, Evangelicalism and the civilising mission, the Utilitarian, the romantic spell
Unit-6	Ideologies of the Raj-II: The Liberal Project: Re-making India as the replica of Britain activities: Establishing a constitutional framework
Unit-7	Ideologies of the Raj-III: Evolution of legislature under the crown, the civil service or the steel frame, organising the judiciary, railways and administrative unification, identifying the 'criminal castes and tribes', census and social ordering,
Unit-8	Ideologies of the Raj-IV: Resources: land revenue and the colonial state, commercialisation of agriculture, changing composition of the revenue sources of the colonial state, natural and human resources, forest resources, colonial forest policy, water resources and irrigation, mineral resources, labour under colonialism, trade, finance and the colonial interests

Unit-9	Extent of Colonial Intervention: Education and society: Missionaries, Charter Act of 1813, Anglo-Oriental controversy, Macaulay Minute, Downward filtration theory, Educational Despatch of 1854, Hunter Commission (1882), Indian University Commission (1902), The Sadler Commission, Education under Dyarchy, Hartog Commission- Education under provincial autonomy (1937-47), impact of colonial intervention on society
Unit-10	End of the colonial state: Establishment of democratic polity: the colonial legacy, partition as a form of de-colonisation, the residue of colonial pattern of power, the passive revolution and the role of mass upsurge in imperial weakening, the nationalist legacy, institutional pillars of democratic state, the nature of post-colonial Indian state and the new ruling bloc

READINGS:

1. Chandra, Bipan, et al. India's Struggle for Independence. Penguin Books, 1989.
2. Guha, Ramachandra. India After Gandhi: The History of the World's Largest Democracy. Pan Macmillan India, 2007.
3. Sarkar, Sumit. Modern India: 1885-1947. Macmillan India, 1983.
4. Desai, A. R. Social Background of Indian Nationalism. Popular Prakashan, 1948.
5. Bayly, C. A. Indian Society and the Making of the British Empire. Cambridge University Press, 1988.
6. Metcalf, Thomas R., and Barbara D. Metcalf. A Concise History of Modern India. Cambridge University Press, 2012.
7. Dirks, Nicholas B. The Hollow Crown: Ethnohistory of an Indian Kingdom. University of Michigan Press, 1993.
8. Robb, Peter. A History of India. Palgrave Macmillan, 2002.

Links:

1. <http://egyankosh.ac.in/handle/123456789/5386>
2. <http://egyankosh.ac.in/handle/123456789/5391>

Course Code	DHIS516	Course Title	HISTORIOGRAPHY	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- CO1:** Understand key features of Greco-Roman, Chinese, Indian, and Islamic historiographical traditions in the pre-modern world.
- CO2:** Identify and evaluate major historiographical approaches from the 19th century onwards, including positivism, Marxism, and the Annales School.
- CO3:** Analyze contemporary historiographical shifts, including post-modernism, gender, and race as categories of historical analysis.
- CO4:** Examine colonial and nationalist approaches in Indian historiography and their ideological underpinnings.
- CO5:** Critically assess alternative schools in Indian historiography such as Marxist, Cambridge, and communalist trends.

Unit No	Content
Unit-1	Pre-Modern Traditions -I: Greco-Roman tradition
Unit-2	Pre-Modern Traditions -II: Traditional Chinese historiography
Unit-3	Pre-Modern Traditions -III: Historiographical Traditions in Early India
Unit-4	Pre-Modern Traditions IV: Medieval historiography: Western, Arabic and Persian, Indo-Persian, Local history
Unit-5	Approaches to History in Modern Times-I: Positivist Tradition, Classical Marxist Tradition, The Annales School
Unit-6	Approaches to History in Modern Times-II: Recent Marxist Approaches, Post-Modernist intervention
Unit-7	Approaches to History in Modern Times-III: Gender in history, Race in history
Unit-8	Approaches and Themes in Indian Historiography- I: Colonialist historiography
Unit-9	Approaches and Themes in Indian Historiography-II: Nationalist approach, Communalist trends
Unit-10	Approaches and Themes in Indian Historiography-III: Marxist approach, the Cambridge School

READINGS:

1. Thapar, Romila. *Past as Present: Forging Contemporary Identities Through History*. New Delhi: Aleph Book Company, 2014

Links: <http://egyankosh.ac.in/handle/123456789/44373>

Course Code	DHIS515	Course Title	ECONOMIC HISTORY OF MODERN INDIA	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- CO1:** Understand the evolution of India's trading economy from the 17th to mid-19th century, focusing on markets, merchants, and monetization.
- CO2:** Analyze the impact of European private trade and colonial intervention on Indian ports and regional economies.
- CO3:** Evaluate changes in foreign and internal trade under colonial rule and the emergence of new economic structures and communities.
- CO4:** Examine agrarian policy, rural economies, and the socio-economic transformation of tribal and peasant societies during colonialism.
- CO5:** Assess the role of craft production, technological change, and industrialization in shaping India's economy from colonial to post-liberalization periods.

COURSE CONTENTS:

Unit No	Content
Unit-1	Trade and Markets: Merchants and Markets (1757-1857): The background: an overview of India's trading economy in the seventeenth and early eighteenth centuries, rural trade, monetisation, urban centres, market places and production, merchant shipping, Banias and Sarrafs
Unit-2	The Eighteenth Century Crisis and the Prelude to Colonialism: the crisis, rise of European private trade, decline of Indian ports
Unit-3	Early Colonialism and India's Foreign Trade 1757-1800: Two case studies: decline of Surat and the case of Bengal, the final years of transition 1780-1800, the flowering of the colonial economy 1800-1857, deindustrialization: the debate
Unit-4	Colonialism and Trade (1857-1947)-I: Foreign trade: trends and commodity composition, internal trading networks, merchants: Europeans and Indians and the racial division of economic space
Unit-5	Colonialism and Trade (1857-1947)-II: Three trading communities: Chettiars, Marwaris, Shikarpuris, merchants' organizations and business structures
Unit-6	The Rural Economy-I: Agrarian Policy and Land Rights, Patterns of Commercialisation, Forest Economies in Colonial India, Demographic Change and Agrarian Society in Colonial India
Unit-7	The Rural Economy-I: Tribal society and colonial economy, the question of agrarian growth and stagnation
Unit-8	Craft Production, Technological Change and Industrialization-I: The de-industrialization debate, crafts industries and small-scale production, patterns of industrialization

Unit-9	Craft Production, Technological Change and Industrialization II: Technology, science and empire
Unit-10	Craft Production, Technological Change and Industrialization III: From planned economy to globalization, the political economy of liberalisation

READINGS:

1. Bayly, C. A. Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion 1770–1870. Delhi: Oxford University Press, 2012.
2. Roy, Tirthankar. The Economic History of India 1857–1947. 3rd ed., New Delhi: Oxford University Press, 2011.
3. Bagchi, Amiya Kumar. Colonialism and Indian Economy. New Delhi: Oxford University Press, 2010.

Links: <http://egyankosh.ac.in/handle/123456789/44491>

Course Code	DHIS517	Course Title	WOMEN IN INDIAN HISTORY	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- CO1:** Understand diverse historiographical approaches to women’s history, including liberal, Marxist, socialist, radical, and postmodern perspectives.
- CO2:** Analyze the role of religion in shaping women’s status across Brahmanical, non-Brahmanical, Jain, Buddhist, Islamic, Sikh, and Christian traditions.
- CO3:** Examine the customary and legal status of women across ancient, medieval, colonial, and post-independence India.
- CO4:** Evaluate women’s participation in education, labor markets, and the economy through different historical periods.
- CO5:** Assess women’s political representation and participation in movements, governance, culture, and media from colonial to modern India.

Unit No	Content
Unit-1	Approaches of Women History-I: Liberal, Marxist
Unit-2	Approaches of Women History-II: Socialist; Radical, Postmodern
Unit-3	Religion and Women-I: Brahmanical and non-Brahmanical
Unit-4	Religion and Women-II: Jainism, Buddhism
Unit-5	Religion and Women-III: Islam, Sikhism, Christianity, Socio-religious reform movements and women
Unit-6	Customary and legal status of Women-I: Ancient India; Medieval India Colonial India; Post-Independence India
Unit-7	Customary and legal status of Women-II: Women and Education: Ancient India; Medieval India; Colonial India; Independent India
Unit-8	Women at work in India: Organized sectors; Unorganized sectors; Role of women in Indian economy, Women’s organizations: Colonial- local, provincial, national, Post-independence
Unit-9	Women representation and Political Participation-I: Gandhian Satyagraha, revolutionary movements, peasant and worker’s movements
Unit-10	Women representation and Political Participation-II: Panchayats and municipal councils, State legislatures and Parliament, Indian, thinkers and women issues, literature, art and sculpture, Music, Dance, films, theatre, Historical writing, media

READINGS:

Women in Early Indian Societies Paperback –by B. D. Chattopadhyaya (Author), Kumkum Roy (Author), 400/- <https://www.amazon.in/Women-Early-Indian-Societies-Chattopadhyaya/dp/8173043825>

Women in Modern Indian History Hardcover – by Sugum Anand (Author), 360/- <https://www.amazon.in/Women-Modern-Indian-History-Anand/dp/8179753247>

Course Code	DHIS518	Course Title	SOCIAL STRUCTURE IN COLONIAL AND MODERN INDIA	
			WEIGHTAGES	
			CA	ETE (Th.)
			30	70

COURSE OUTCOMES:

- CO1:** Analyze the social dynamics and transitions in 18th-century Indian society before colonial rule.
- CO2:** Examine the interplay of caste, class, and community during the pre-colonial and early colonial periods.
- CO3:** Understand nationalist and reformist perceptions of Indian social structures in the modern era.
- CO4:** Evaluate social changes including rural-urban mobility, migration, and evolving caste studies in colonial India.
- CO5:** Critically assess colonial social policies, gender issues, tribal studies, and popular protest movements under colonialism.

Unit No	Content
Unit-1	Society on the Eve of Colonialism-I: The Eighteenth-Century society in transition, Century of decline
Unit-2	Society on the Eve of Colonialism-II: Growth and continuity, Caste, Class and Community
Unit-3	Modern Society- I: Perception of the Indian social structure by the Nationalist and social reformers
Unit-4	Modern Society-II: Studying castes in the new historical context
Unit-5	Modern Society-III: Pattern of rural- urban mobility: overseas migration;
Unit-6	Modern Society -IV: Social structure in the urban and rural areas
Unit-7	Social Questions Under Colonialism-I: Colonial Forest policies and Criminal tribes
Unit-8	Social Questions Under Colonialism-II: Gender/Women under colonialism; social discrimination
Unit-9	Social Questions Under Colonialism-III: Popular protests; social structures
Unit-10	Social Questions Under Colonialism-IV: Studying tribes under colonialism

READINGS:

1. Desai, Neera, and Maithreyi Krishnaraj. *Women and Society in India*. Bombay: Popular Prakashan, 1987.
2. Omvedt, Gail. *Cultural Revolt in a Colonial Society: The Non-Brahman Movement in Western India, 1873–1930*. Pune: Scientific Socialist Education Trust, 1976.
3. Bayly, C. A. *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion 1770–1870*. Delhi: Oxford University Press, 2012.
4. Dirks, Nicholas B. *The Hollow Crown: Ethnohistory of an Indian Kingdom*. Cambridge: Cambridge University Press, 1987.
5. Ludden, David. *An Agrarian History of South Asia*. Cambridge: Cambridge University Press, 1999.

Link: <http://egyankosh.ac.in/handle/123456789/5404>

Course Code	DGEN530	Course Title	FUNDAMENTALS OF RESEARCH
			WEIGHTAGES
			CA
			ETE(Th.)
			30
			70

Course Outcomes:

CO1: Develop research aptitude and get in-depth understanding of various methods of research.

CO2: Identify the appropriate research problem and conduct research in an effective way.

CO3: Understand indexing systems of various journals.

CO4: Apply ethics of research in writing research paper and dissertation thesis.

CO5: Understand basics of intellectual property rights.

Unit No.	Content
Unit- 1	Basics of Research: Meaning of Research, Objectives of Research, Motivation in Research, Types of Research
Unit- 2	Research Approaches: Research Approaches, Significance of Research, Research Process, Criteria of Good Research, Concept of Theory: Deductive and Inductive Theory
Unit- 3	Literature Survey and Research Gap Identification: Types of Literature Reviews, Research Gap Identification, Problem Identification, Potential and Thrust Areas, Scientific Literature and Advocacy Literature
Unit- 4	Hypothesis: Subject Matter (Hypothesis), Meaning and Characteristics of Hypothesis, Sources of Hypothesis, Formulation of Hypothesis, Types of Hypotheses, Errors in Testing a Hypothesis, Subject Matter (Use of Databases), Source Databases, Gantt Chart
Unit- 5	Types and Classifications of Journal: Types of Journals, Journal Indexing, Role of Indexing in Defining the Quality of Journal
Unit- 6	Journal Citation Indexes: H-Index, H5-Index, H5-Median, G Index, I-10 Index and Almetrics, Major Citation Indexing Services Citation Indexing: Uses and Limitations JIF, JIF Percentile, Cite Score, SJR, SNIP and Eigen Factor
Unit- 7	Research Paper Review Process: Research Paper Review Process, Types of Peer Review, Citation, Manupatra, Academic Social Networks: Google Scholar and Academia Research Gate, Google Scholar, Research Gate and Academia.Edu
Unit- 8	Objectivity and Subjectivity in Research: Objective and Subjective in Research, Integrity in Research, Carefulness in Research, Openness in Research, Respect for Intellectual Property, Need for IPR, Respect for IPR
Unit- 9	Plagiarism: Definition of Plagiarism, Self-Plagiarism, Detection of Plagiarism, Role of Referencing/Bibliography in Handling Plagiarism, Plagiarism: Penalties and Consequences, Consequences of Plagiarism Include:, University Grants Commission's (UGC) Policy for Curbing Plagiarism, Duties of Higher Education Institutes (HEI) for Curbing of Plagiarism

Unit- 10	Research Writing: Research Writing, The Process of Research Writing, Research Paper, Thesis Writing, Benefits of Writing a Thesis, Microsoft Word (Grammar Checking, Formatting of Documents, Incorporating References), Formatting of Documents, Reference Styles
Unit-11	Poster Preparation: Poster Preparation, Telling a Simple, Clear Story, Coherence of the Ideas, Examples of Cohesive and Non-Cohesive Paragraphs, Tips and Strategies, Use of Theory, Microsoft Powerpoint
Unit-12	Introduction to Intellectual Property Rights: Concept and Theories, The Concept of Intellectual Property, Historical Basis, Theories and Approaches, Introduction to Patents, Patent Act 1970 – Other Amendments, The Chief Features of the Original Indian Patent Act, 1970
Unit-13	Copyright and Neighboring Rights: Copyright, Rights of Reproduction, Distribution, Rental and Importation, Neighboring Rights, Historical Development of the Concept of Trademark and Trademark Law: National And International
Unit-14	International Regime: IPR, TRIPS and other Treaties, WIPO, WTO and GATT, The Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS), World Intellectual Property Organization (WIPO), World Trade Organisation (WTO), GATT (General Agreements on Tariffs and Trade)

READINGS:

1. Creswell, J. W. (2017). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage Publications.

Course Code	DHIS536	Course Title	SOCIETY AND CULTURE OF INDIA 1200 AD - 1750 AD	
			WEIGHTAGES	
			CA	ETE(Th.)
			30	70

Course Outcomes:

CO1:Analyze the urban rural stratification and demographic structure of society during medieval India

CO2:Evaluate socio-cultural and religious synthesis of India during medieval period

CO3:Describe the patriarchal set-up and gender relations in Indian society during medieval Period

CO4:Explain the process of growth of language and literature along with the development of art and architecture

Unit No.	Content
Unit-1	Structure of Rural Society: Composition and stratification of rural society, village community organization, roles of village officials, and socio-economic dynamics of agrarian settlements.
Unit-2	Urban Setting and Structure of Urban Society: Social composition and hierarchy in urban settings, structure and organization of urban life, interrelationship between rural and urban areas, key urban centers and their cultural and economic significance.
Unit-3	Formation of Regional Identities: Development of distinct regional traditions and religious movements—Jagannath Cult in Orissa, Vaishnavite Cult in East India, Rishi tradition in Kashmir, and the role of Acharyas in Tamil Nadu in shaping regional consciousness.
Unit-4	Sufism: Concept and spiritual basis of Sufism, its origin and evolution, major practices and rituals, prominent Silsilahs (orders), and its interaction with other religious traditions.
Unit-5	Bhakti Movement: Origins and key principles of the Bhakti movement, emphasis on devotion and social equality, key saints and their contributions, role of Nath Panthis and regional saint traditions in shaping popular religion.
Unit-6	Society II: Patriarchy and Gender Relations: Characteristics of patriarchal society, its influence on social structures, gender norms, roles and expectations of men and women, and the persistence of patriarchal values.
Unit-7	Society II: Status of Women: Position of women in Hindu and Muslim societies, their legal and social rights, contributions of women Bhakt saints like Meera Bai (North India) and Mahadevi Akka (South India), and their defiance of traditional gender roles.
Unit-8	Elements of Islamic Architecture: Architectural developments during the Sultanate period (Slave to Lodhi dynasties), evolution and grandeur of Mughal architecture from Babur to Aurangzeb, stylistic features and innovations.

Unit-9	Regional Architecture: Distinct architectural styles in different regional kingdoms—Vijayanagar, Bahmani, Sharqi, and Sur dynasties—with their unique features and contributions to medieval Indian architecture.
Unit-10	Painting Schools and Development: Growth and characteristics of different painting schools—Mughal (courtly refinement), Kangra (naturalistic themes), and Rajput (religious and romantic narratives).
Unit-11	Performing Arts: Rich traditions of medieval Indian performing arts, role of Devadasis , evolution of drama and classical dance forms, and development of music traditions under court and temple patronage.
Unit-12	Growth of Language and Literature I: Influence of Persian on Indian culture, development of Urdu as a composite language, and literary contributions under Islamic rule.
Unit-13	Growth of Language and Literature II: Revival and continuity of Sanskrit literature, and the flourishing of regional languages like Tamil, Telugu, Bengali, and Marathi, contributing to a diverse literary tradition.
Unit-14	Elements of Conflict and Synthesis in Medieval Indian Society: Interactions between ruling classes, religious orthodoxy, and different sectarian communities; tensions and accommodations leading to the evolution of composite culture in India.

READINGS:

1. Medieval India: From Sultanate to the Mughals 1206–1526, Part I by Satish Chandra, Har-Anand Publications
2. Architecture in Indian Subcontinent by S.R. Bakshi, Vista International Publishing House
3. Essays on Medieval Indian History by Satish Chandra, Oxford University Press
4. The Making of Early Medieval India by Brajadulal Chattopadhyaya, Oxford University Press

Course Code	DHIS636	Course Title	ECONOMIC HISTORY OF INDIA FROM 1757 AD TO 1947 AD	
			WEIGHTAGES	
			CA	ETE(Th.)
			30	70

Course Outcomes:

CO1: Know the causes that led to the decline of indigenous industries in India

CO2: Understand the features of Indian economy in the 18th century

CO3: Differentiate between traditional industry and modern industry

CO4: Analyze the factors that led to the growth of modern industries in India

CO5: Evaluate the impact of British rule on Indian economy

Unit No.	Content
Unit-1	Nature & structure of economy: rural & urban, Agrarian & non-agrarian production
Unit-2	Indian Economy in the mid18th Century I: debate on the potentialities of capitalist change in the pre-colonial economy
Unit-3	Indian Economy in the mid 18th Century II: technology & methods of production, Trade and indigenous banking
Unit-4	Agrarian Settlements: Permanent Settlement in Bengal, Rayatwari Settlement in the Deccan, Mahalvari Settlement in Central India
Unit-5	Agrarian Production: Effects of periodic settlements on economy, Export products, New techniques & modes of production
Unit-6	Early Phase of Colonial Economy I: Mercantilism & European interests in India, The East India Company and its rule in Bengal
Unit-7	Early Phase of Colonial Economy II: Drain of Wealth a debate, Indian industry, Internal & external commerce
Unit-8	Traditional Industry: Decline of Indigenous industry, Handicraft products
Unit-9	Capitalism & industry: De-industrialization, De-urbanization, Commercialization of agriculture & its effects
Unit-10	Imperialism & Indian Industry: medicine, transportation, warfare, and production of goods, effects
Unit-11	Rise of Heavy Industry I: Railway: a tool of industrial growth, its network, Indian markets and their nature
Unit-12	Rise of Heavy Industry II: Industries Cotton, Jute, Iron, Steel, Nationalist and imperialist controversy, Industrial labour and its problem
Unit-13	Foreign Trade I: External trade, Shift from direct to indirect taxes, Tariff & excise
Unit-14	Foreign Trade II: Credit system, Monetary system, Drain of Wealth & British overseas trade, Impact of British Rule on Indian Economy

READINGS:

1. MODERN INDIAN HISTORY by SUMIT SARKAR, MACMILLAN
2. MODERN INDIAN HISTORY by B.L. GROVER AND ALKA MEHTA, S. CHAND & COMPANY
3. THE RISE AND GROWTH OF ECONOMIC NATIONALISM IN INDIA by CHANDRA BIPIN, ANAMIKA PUBLISHERS & DISTRIBUTORS

Course Code	DSSC501	Course Title	TEACHING APTITUDE	
			WEIGHTAGES	
			CA	ETE(Th.)
			30	70

Course Outcomes:

- CO1:** understand the teaching
CO2: visualize the learner's characteristics
CO3: describe different factors affecting teaching
CO4: discuss various methods of teaching
CO5: evaluate teaching support system
CO6: analyze various evaluation systems in education

Unit No.	Content
Unit-1	Teaching: Concept of teaching, Objectives of teaching, Levels of teaching, Characteristics of teaching, Basic requirements of teaching
Unit-2	Adolescent Learner's characteristics-I: Academic characteristics of adolescent learners, Social characteristics of adolescent learners
Unit-3	Adolescent Learner's characteristics-II: Emotional characteristics of adolescent learners, Cognitive characteristics of adolescent learners
Unit-4	Adult Learner's characteristics-I: Academic and social characteristics of adult learners, Social characteristics of adult learners
Unit-5	Adult Learner's characteristics-II: Emotional characteristics of adult learners, Cognitive characteristics of adult learners
Unit-6	Individual Differences: Meaning and definition of individual differences, Types of individual differences, Causes of individual differences
Unit-7	Factors affecting teaching: Teacher and learner, Support material, Instructional facilities, Learning environment, Institution
Unit-8	Methods of teaching-I: Methods of teaching in institutions of higher learning, Teacher-centred methods, Learner-centred methods
Unit-9	Methods of teaching-II: Off-line methods and On-line methods
Unit-10	Teaching support system-I: Traditional support system, Modern support system
Unit-11	Teaching support system-II: ICT based support system, Evaluation systems-I
Unit-12	Elements of evaluation: Types of evaluation
Unit-13	Evaluation systems-II: Evaluation in choice based credit system in higher education, Computer based testing, Innovations in evaluation systems
Unit-14	Innovations in evaluation systems: Concept map and test, e-portfolio, podcast and vlog, Talk show performance, minute paper, artificial intelligence and assessment rubrics

READINGS:

1. UGC-NET/JRF/SET TEACHING & RESEARCH APTITUDE (GENERAL PAPER-I) by DR. K. KAUTILYA, UPKAR
2. NTA UGC NET/SET/JRF - PAPER 1: TEACHING AND RESEARCH APTITUDE by KVS MADAAN, PEARSON
3. Trueman's UGC NET/SET General Paper I by M. Gagan, Sajit Kumarm Danika Publishing Company, 2019
4. CBSE UGC-NET: TEACHING & RESEARCH APTITUDE by Dr. M.S. ANSARI & RPH EDITORIAL BOARD, RAMESH PUBLISHING HOUSE, 2019