



Eklavya University Master of Arts

(History)

M.A. Final

Curriculum
(2020-2021)

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Nidhi

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EKLAVYA UNIVERSITY, DAMOH (M.P.)

Scheme of Examination M.A. History Final

/For batch admitted in Academic Session 2020-21/

Subject wise distribution of marks and corresponding credits

S.No.	Subject Code	Subject Name	Maximum Marks Allotted						Total Marks	Contact Periods Per week			Total Credits
			Theory Slot			Practical Slot				L	T	P	
			Final Yearly	Half Yearly	Quiz/ Assignment / Attendance	End Exam	Lab Work/ sessional						
1	MHIST20Y201	History of Ideas, Paper- I	60	30	5	5	—	100	6	0	0	6	
2	MHIST20Y202	India after Independence (1947 A.D. to 2000 A.D., Paper- II	60	30	5	5	—	100	6	0	0	6	
3	MHIST20Y203	History of Freedom Movement in India (1857 A.D. to 1947), Paper- III	60	30	5	5	—	100	6	0	0	6	
4	MHIST20Y204	States of india (Elective) . Paper- IV	60	30	5	5	—	100	6	0	0	6	
5	MHIST20Y205	Women in Indian History (Elective), Paper- IV	—	—	—	—	—	—	—	—	—	—	
6	MHIST20Y206	History of Science & Technology in Colonial India- (Elective). Paper- IV	—	—	—	—	—	—	—	—	—	—	
7	MHIST20Y207	Project work /Dissertation, Paper- V	—	—	—	—	60	100	4	0	6	10	
8	MHIST20Y208	Subjective Presentation & Comprehensive Viva. Paper- VI	—	—	—	—	60	100	0	0	6	6	
Total			240	120	20	20	120	600	28	0	12	40	

Induction programme of three weeks (MC): Physical activity, Creative Arts, Universal Human Values, Literary, Proficiency Modules, Lectures by Eminent People, Visits to local Areas, Familiarization to Dept./Branch & Innovations.

Course code	History of Ideas, Paper-VII	L	T	P	C
MHIST20Y201	विचारों का इतिहास, प्रश्नपत्र-7	6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
<ul style="list-style-type: none"> This paper provides a historical overview of History of ideas in India. It examines the ancient, medieval, modern and contemporary ideas of India and its importance in present. Apart from tracing the varied impacts of ideas and its development with the role of eminent scholars of India. It also examines the changing pattern of state, class, caste, gender and various form of literature in India. The paper concludes with an overview of the growth of scientific thoughts and its relevance. 					
Course Outcome:					
The Students will be able to:					
<ul style="list-style-type: none"> Demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources. Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth. Produce well researched written work that engages with both primary sources and the secondary literature. Develop an informed familiarity with multiple cultures. Employ a full range of techniques and methods used to gain historical knowledge. 					
Student Learning Outcomes (SLO):					
Students will:					
<ul style="list-style-type: none"> Demonstrate knowledge of a range of pedagogical approaches for teaching History. This course has major aims to provide basic and fundamental knowledge of thoughts, views, principles and ideology of India in historical context. This paper provides conceptual objectives, tools and techniques of polity, state, religion, kingship, colonialism and nationalism in India. This course has also significance in providing the thought of anti-caste movements, secularism and communal harmony of Indian society. 					
UNIT - I	<p>Ideas of Polity in Ancient India- Monarchy, Oligarchy and Republicanism, Origin of State, Right and Duties of the King, penal system in ancient india, Tribal Assemblies of Vedic Age- Sabha, Samiti and Vidath, Religious Ideas in Upanishad, Jainism, Buddhism, Religious thought in Shaivite and Vaishnavite, Status of Women in Ancient India, Women related thoughts in Ancient Literature.</p> <p>प्राचीन भारत में राजनीति के विचार- राजतंत्र, कूलीनतंत्र और गणतंत्रवाद, राज्य की उत्पत्ति, राजा के अधिकार व कर्तव्य, प्राचीन भारत में दण्ड व्यवस्था, वैदिक युग में कबायली सम्मेलन-सभा, समिति एवं विदथ, उपनिषद, जैन धर्म, बौद्ध धर्म, शैव धर्म तथा वैष्णव धर्म में धार्मिक विचार, प्राचीन भारत में महिलाओं की स्थिति, प्राचीन साहित्य में महिलाओं संबंधी विचार।</p>				19
UNIT - II	<p>Nature of Polity during Sultanate Period, Theory of Kingship of Balban, Turko- Mongol theory of Sovereignty, Yassa of Genghiz Khan and its Impact on Mughal, Theory of Kingship during Mughals, Bhakti Movement: Philosophy of Kabir and Nanak, Sufism- Some Prominent Silsilas, Condition of Women in Medieval India.</p> <p>सल्तनत काल में राजनीति का स्वरूप, बलवन का राजत्व सिद्धान्त, तुर्क मंगोल का संप्रभुता का सिद्धान्त, चंगेज खान का यस और इसका मुगलों पर प्रभाव, मुगलों के समय राजत्व का सिद्धान्त, भक्ति आन्दोलन : कबीर और नानक का दर्शन, सूफीवाद- कुछ प्रसिद्ध सिलसिला, मध्यकालीन भारत में महिलाओं की स्थिति।</p>				18
UNIT- III	<p>Colonialism and the emergence of New Political Ideas, Liberalism, Impact of Western Liberal Ideas on Indian Nationalism, Utilitarianism and Its Impact on the Administrative Policy of Colonial Rule, Socialism & Socialistic Ideas of Ram Manohar Lohia and Jawahar Lal Nehru.</p>				15

	उपनिवेशवाद और नए राजनीतिक विचारों का उदय, उदारवाद, पश्चिम उदारवादी विचारों का भारतीय राष्ट्रवाद पर प्रभाव, उपयोगितावाद और औपनिवेशिक शासन की प्रशासनिक नीतियों पर इसका प्रभाव, समाजवाद और राम मनोहर लोहिया व जवाहरलाल नेहरू के समाजवादी विचार।	
UNIT-IV	Communalism- Origin and Development of Communalism, Various Stages of Muslim and Hindu Communalism, Secularism, Jawahar Lal Nehru's concept of Secularism, Mahatma Gandhi, Bhimrao Ambedkar and Rahul Sankrityayan's thoughts on Social Change, Emancipation of Women- Raja Rammohan Roy, Ishwar Chandra Vidyasagar and D. K. Karve's thoughts and efforts for the Upliftment of Women. साम्प्रदायिकता- साम्प्रदायिकता की उत्पत्ति एवं विकास, हिन्दू एवं मुस्लिम साम्प्रदायिकता के विभिन्न चरण, धर्मनिरपेक्षता : जवाहरलाल नेहरू की धर्मनिरपेक्षता की अवधारणा, सामाजिक परिवर्तन पर महात्मा गाँधी, भीमराव अम्बेडकर और राहुल सांकृत्यायन के विचार, महिलाओं की मुक्ति- राजा राममोहन राय, ईश्वर चंद्र विद्यासागर एवं डी. के. कर्वे के महिलाओं के उत्थान संबंधी प्रयास और विचार।	16
UNIT- V	Anti-caste Movement during Colonial Period, Satyashodhak Samaj, Shree Narayan Movement, Self Respect Movement, Mahatma Gandhiji's Views on Caste, Varnashram Dharma and Untouchability, Socio-religious thoughts of Ram Mohan Roy, Dayanand Saraswati, Annie Besant and Swami Vivekanand. औपनिवेशिक काल में जाति विरोधी आन्दोलन, सत्यशोधक समाज, श्री नारायण आन्दोलन, आत्म सम्मान आन्दोलन, महात्मा गाँधीजी के जाति पर विचार, वर्णाश्रम धर्म और अस्पृश्यता, राममोहन राय, दयानन्द सरस्वती, एनी बेसेंट और स्वामी विवेकानन्द के सामाजिक-धार्मिक विचार।	22
# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<ol style="list-style-type: none"> 1. श्रीवास्तव, बी. के., विचारों का इतिहास, एस. बी. पी. डी. पब्लिकेशन, आगरा, 2010. 2. शर्मा, राम शरण, प्राचीन भारत में राजनीतिक विचार एवं संस्थान, राजकमल प्रकाशन प्रा. लि., नई दिल्ली, 2009. 3. शरण, परमात्मा, प्राचीन भारत में राजनीतिक विचार एवं संस्थान, मीनाक्षी प्रकाशन, नई दिल्ली, 1967. 		
Reference Books		
<ol style="list-style-type: none"> 1. Alam, Muzaffar and Subramanyam, Sanjay (ed.) The Mughal State, OUP, Delhi, 2000. 2. Bhattacharya, N. N., Ancient Indian Rituals and their Social Contents, Manohar Publication, Delhi, 1996. 3. Chandra, Satish, Historiography, Religion and State in Medieval India, Har-Anand Publication Pvt. Ltd., New Delhi, 2004. 4. Desai, A. R., Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1986. 5. Gopal, S., British Policy in India, Cambridge University Press, Delhi, 1965. 6. Habib, Irfan, (ed.) Medieval India- Research in the History of India 1200-1750, OUP, Delhi, 1992. 7. Habib, Irfan, Agrarian System of Mughal India 1526-1707, Asia Publishing House, Mumbai, 1963. 8. Habib, Mohd, Politics and Society in Early Medieval Period, vol. I & II, PPH, Delhi, 1974. 9. Jones, Kenneth, Social and Religious Reform Movements in Modern India, Cambridge University Press, Delhi, 1989. 10. Kumar, Ravinder, Social History of Modern India, OUP, Delhi, 1983. 11. Panigrahi, D. N., (ed.) Economy, Society and Politics in Modern India, Vikas Publishing House, New Delhi, 1985. 12. Strokes, Eric, The English Utilitarian and India, OUP, Delhi, 1959. 13. Tomlinson, B. R., The New Cambridge History of India, vol. III, Cambridge University Press, Delhi, 1993. 		

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Course code	India after Independence (1947 A.D. to 2000 A.D.), Paper-VIII	L	T	P	C
MHIST20Y202	स्वतंत्रता के बाद भारत (1947 ई. से 2000 ई. तक), प्रश्नपत्र-8	6	0	0	6
Pre-requisite	Nil	Syllabus version			
					100 Marks
Course Objectives:					
<ul style="list-style-type: none"> In this course Learn Enable students to understand historical processes and circumstances in which the Constitution was drafted. This paper provides a historical overview of History of India from 1947 to 2000 A.D. It examines the agrarian and non-agrarian production, constitutional, integration of Indian states, trade and banking system of independent India. Apart from tracing the varied impacts of early phase of Indian election system, emergency and other issues. It also examines the emergence of Indira Gandhi and era of liberalism. 					
Course Outcome:					
The Students will be able to:					
<ul style="list-style-type: none"> understand the major factors that led to the establishment and consolidation of independent India. identify the process of growth of India as a new and powerful country. political, economic & social development of India. understand the contribution of various prominent leaders of independent India. 					
Student Learning Outcomes (SLO):					
Students will:					
<ul style="list-style-type: none"> The course will enable students to define the history of independent India. They will be better able to understand the republic & democratic India. They will be able to understand the formation of Indian constitutional, economic, political and social development. They will learn how Indian moral values also play a great role of modern Indian society. The course will help them to understand the mixed economy and the role of regional political parties of independent India. 					
UNIT - I	Framing of Indian Constitution, Constituent Assembly, Draft Committee Report, Declaration of Indian Constitution, Multiple Literacy, Process of National Consolidation and Integration of Indian States, Role of Sardar Patel, Kashmir Issue, Indo-Pak War 1947-1948. भारतीय संविधान का प्रारूप, संविधान सभा, मसौदा समिति की रिपोर्ट, भारतीय संविधान की घोषणा, विविध साक्षरता, राष्ट्रीय समेकन की प्रक्रिया और भारतीय राज्यों का एकीकरण, सरदार पटेल की भूमिका, कश्मीर मुद्दा, भारत-पाक युद्ध 1947-48।	16			
UNIT - II	Nehru Era, First General Election of 1952, Five Year Plans, Democratic Socialism and Mixed Economy, Planning and Land Reforms, Reorganizations of Linguistic States 1956, Kamaraj Plan and Bhubaneswar Congress, The Role of Lal Bahadur Sastri, Pak Aggression- The Treaty of Tashkent. नेहरू युग, 1952 के पहला आम चुनाव, पंचवर्षीय योजना, लोकतांत्रिक समाजवाद और मिश्रित अर्थव्यवस्था, नियोजन एवं भूमि सुधार, 1956 में भाषाई राज्यों का पुनर्गठन, कामराज योजना और भुवनेश्वर कांग्रेस, लाल बहादुर शास्त्री की भूमिका, पाक आक्रमण-ताशकन्द समझौता।	15			
UNIT - III	Vision of New India- Indira Gandhi, Congress Split, Economic Policy, Nationalization of Banks, Abolition of Royalty, 1971-Mid-Term Poll, 20 Point Programme, Authoritarian Politics, Total Revolution (J. P. Narayan-Allahabad Judgment), Proclamation of Emergency, Policies of Repression, General Election 1977, New Political Alignment-Janata Party Govt., Moraji Rule-Breakup, Charansingh Premiership.	18			

	नए भारत का स्वप्न- इंदिरा गाँधी, कांग्रेस का विभाजन, आर्थिक नीति, बैंकों का राष्ट्रीयकरण, राजभत्ता की समाप्ति, 1971 के अर्द्धवार्षिक चुनाव, 20 सूत्रीय कार्यक्रम, अधिनायकवादी राजनीति, सम्पूर्ण क्रान्ति (जे. पी. नारायण-इलाहाबाद निर्णय), आपातकाल की घोषणा, दमन की नीतियाँ, 1977 के आम चुनाव, नए राजनीतिक गठबंधन- जनता पार्टी सरकार, मोरारजी शासन- समाप्ति, चरणसिंह का प्रधानमंत्री पद।	
UNIT-IV	Re-emergence of Indira Gandhi, Election of 1980, NAM Conference at Delhi, Panjab Crisis, Blue Star Operation, Assassination of Indira Gandhi, Era of Liberalism, Prime Ministership of Rajiv Gandhi, New Economic Policy, Domestic Policy, Nagarapalika and Panchayati Raj. इंदिरा गांधी की पुनः वापसी, 1980 के आम चुनाव, दिल्ली में एन. ए. एम. सम्मेलन, पंजाब संकट, ब्लू स्टार ऑपरेशन, इंदिरा गांधी की हत्या, उदारवाद का युग, राजीव गाँधी का प्रधानमंत्री कार्यकाल, नई आर्थिक नीति, गृह नीति, नगरपालिका और पंचायती राज।	19
UNIT-V	National Front Govt.- V. P. Singh, Mandal Commission, The Issue of Rama Janna Boomi, Fall of Govt. & 1991 Election, Restoration of Congress Regime, Narashimha Rao's Economic Policies, The Role of Manmohan Singh as Finance Minister, United Front Govt., Regionalism and Instability in India. राष्ट्रीय मोर्चा सरकार- वी. पी. सिंह, मण्डल कमीशन, राम जन्म भूमि का मुद्दा, सरकार का गिरना और 1991 का चुनाव, कांग्रेस शासन की वापसी, नरसिंम्हा राव की आर्थिक नीतियाँ, वित्त मंत्री के रूप में मनमोहन सिंह की भूमिका, राष्ट्रीय मोर्चा सरकार, भारत में प्रदेशवाद और अस्थिरता।	22

# Mode: Flipped Class Room, Case Discussion, Lectures	
Text Book(s)	
1. Bhambhri, C. P., Indian Politics since Independence, vol. I, ABH Publishing House, New Delhi, 1995. 2. Chandra, Bipin, Mukherjee, Mridula and Aditya Mukherjee, India after Independence, Penguin Books, New Delhi, 1999. 3. Mahajan, V. D., Contemporary History of India, S. Chand & Company, New Delhi, 2005.	
Reference Books	
1. Chatterjee, Partha, State and Politics in India, OUP, New Delhi, 2002. 2. Gopal, S., Jawaharlal Nehru : A Biography vol. I, Cambridge University Press, Delhi, 1956. 3. Government of India, Publication Division, Era of Rapid Change, 1947-1971, New Delhi, 1975.	

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Course code	History of Freedom Movement in India (1857 A.D. to 1947 A.D.), Paper-IX	L	T	P	C
MHIST20Y203	भारत में स्वतंत्रता आन्दोलन का इतिहास (1856 ई. से 1947-ई.तक), प्रश्नपत्र-9	6	0	0	6
Pre-requisite	Nil	Syllabus version			
					100 Marks
Course Objectives:					
<ul style="list-style-type: none"> In this course the students to understand historical processes of straggle for the freedom. This paper provides a historical overview of various leader's role and movements in India's straggle for independence. It examines the moderate, revolutionary, congress and young leadership in freedom movement. This paper will also help to understand the nature of nationalism in India and its development. It also examines the partition and the truth behind it. 					
Course Outcome:					
The Students will be able to:					
<ul style="list-style-type: none"> Analyze the emergence of the national movement appreciate the struggle for freedom. Identify with the statement that freedom is our birth right. Describe and appreciate the role of Gandhi in the freedom struggle. Appreciate the leadership of Mahatma Gandhi and their movements. Debate on the happenings between 1857 to 1947, express their views on Independence and partition. 					
Student Learning Outcomes (SLO):					
Students will:					
<ul style="list-style-type: none"> learn the collective role of the first war of independence. learn the various political association of British India and their role, importance and impact. learn about Mahatma Gandhi, the development of nonviolent mass action and the Indian movement for independence. retain strong mental images of Gandhi and the origins of nonviolent mass action. Gain Knowledge of nonviolent mass action and of the Indian independence movement is important for any student of modern world history. 					
UNIT - I	The Revolution of 1857- Historiography, Nature, Causes, Efforts, Events in Meerut, Delhi, Kanpur, Jhansi, Leadership, Participation, Failures of the Revolt, History of Indian Movement , British Repression and Response, Emergence of Nationalism in India, Formation of Associations in India: (1837-1885)- Factors, Regions and the Establishment of Indian National Congress. 1857 की क्रांति- इतिहास लेखन, प्रकृति, कारण, प्रभाव, मेरठ, दिल्ली, कानपुर, झांसी में घटनाक्रम, नेतृत्व, भागीदारी, विद्रोह का अंत, भारतीय आंदोलन का इतिहास ब्रिटिशों का दमन और प्रतिक्रिया, भारत में राष्ट्रवाद का उदय, भारत में संस्थाओं का गठन (1857-1885) कारण एवं क्षेत्र, भारतीय राष्ट्रीय कांग्रेस की स्थापना।	19			
UNIT- II	Nature of the Congress, Major Demands of Congress, The Moderates & Rise of The Revolutionaries in Congress, Swadeshi Movement- The First Real Mass Movement, Rise of Revolutionary. Activities, Home Rule Movement and its Impact, First World War and the spread of Nationalism, Peasants, Labour & Revolutionary Movements. कांग्रेस का स्वरूप, कांग्रेस की प्रमुख माँगें, उदारवादी और कांग्रेस में क्रांतिकारियों का उदय, स्वदेशी आन्दोलन- पहला वास्तविक जन आन्दोलन, क्रांतिकारी गतिविधियों का उदय, होमरूल आन्दोलन और इसका प्रभाव, प्रथम विश्व युद्ध और राष्ट्रवाद का प्रसार, कृषक, श्रमिक और क्रांतिकारी आन्दोलन।	15			

UNIT-III	1914-1917- From Mute Observer to Activist, 1919-1922- Khilafat and Non-Cooperation Movement, Artificial Hindu-Muslim Unity, Fight for Vague Swarajya and the Emergence of a True Mass Leader: Gandhi, 1922-1947: From Political Leadership to Political Sainthood- Constructive Programmes, Civil Disobedience Movement, Quit India Movement. 1914-1917 : मूक दर्शक से कार्यकर्ता तक, 1919-1922 : खिलाफत और असहयोग आन्दोलन, कृत्रिम हिन्दू मुस्लिम एकता, अस्पष्ट स्वराज के लिए संघर्ष एक वास्तविक जन नेतृत्वकर्ता का उदय : गाँधी, 1922-1947 : राजनीतिक नेतृत्व से राजनीतिक साधुता तक- रचनात्मक कार्यक्रम, सविनय अवज्ञा आन्दोलन, भारत छोड़ो आन्दोलन।	16
UNIT-IV	Role of Gandhi in Freedom Movement & in Partition, Various Ideologies and Freedom Movement- The Swarajists, The Revolutionaries, The Leftists, The Trade Unions, Subhashi Chandra Bose and The INA Saga, Riots- Meaning, History, Factors and Manifestations, Construction of Communal Politics, British Policies and Freedom Movement. स्वतंत्रता आन्दोलन और विभाजन में गाँधी की भूमिका, विभिन्न विचारधाराएँ और स्वतंत्रता आन्दोलन- स्वराजी, क्रांतिकारी, वामपंथी, ट्रेड यूनियन, सुभाष चन्द्र बोस और आई. एन. ए. गाथा, दंगे- अर्थ, इतिहास, कारक और घोषणापत्र, साम्प्रदायिक राजनीति का निर्माण, ब्रिटिश नीतियाँ और स्वतंत्रता आन्दोलन।	18
UNIT-V	Formation of Sectarian Associations- Muslim League, RSS, Hindu Mahasabha, Electoral Politics, Middle Class Aspirations, Local Issues, Religious Sentiments, Role of Media, The Years of 1945-1947: Blood for Blood- Communal Politics and the Partition of India, The Other Side of Communal Manifestations- Loss, Silence, Pause, Invisibility and a Living Death. साम्प्रदायिक संघों का गठन- मुस्लिम लीग, आर. एस. एस., हिन्दू महासभा, चुनावी राजनीति, मध्यम वर्ग की आकांक्षाएँ, स्थानीय मुद्दे, धार्मिक भावनाएँ, मीडिया की भूमिका, 1945-1947 के वर्ष : खून के बदले खून- साम्प्रदायिक राजनीति और भारत का विभाजन, साम्प्रदायिक घोषणापत्र का दूसरा पक्ष- हानि, मौन, ठहराव, अदृश्य और एक जीवित मृत्यु।	22

Mode: Flipped Class Room, Case Discussion, Lectures

Text Book(s)

1. हसन, मोईनुद्दीन, गदर- 1857 (आँखों देखा हाल), अनुवाद-अब्दुल हक, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली, 1999.
2. राय, सत्या, भारत में उपनिवेशवाद और राष्ट्रवाद, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली, 2009.
3. शुक्ला, रामलखन, आधुनिक भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली, 1993.
4. सुंदरलाल, भारत में अंग्रेजी राज, द्वितीय खण्ड, सूचना और प्रसारण मंत्रालय, भारत सरकार, नई दिल्ली, 2000.
5. सावरकर, विनायक दामोदर, 1857 का स्वतंत्रता समर, प्रभात प्रकाशन, नई दिल्ली, 2007.
6. सेन, सुरेन्द्र नाथ, 1857, सूचना और प्रसारण मंत्रालय, भारत सरकार, नई दिल्ली, 2005.
7. मंगला, अनुजा एवं मनोज श्रीवास्तव, अखबारों में 1857, सप्रे संग्रहालय, भोपाल, 2007.

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8. ग़ोवर, बी. एल., यशपाल, अलका मेहता, आधुनिक भारत का इतिहास: एक नवीन मूल्यांकन (1707 से वर्तमान समय तक), एस. चन्द एण्ड कम्पनी लिमिटेड, नई दिल्ली, 2004.

Reference Books

1. Amin, Shahid, Event, Metaphor, Memory: Chauri Chaura, 1922-1992, Penguin, New Delhi, 2006.
2. Brown, Judith, Gandhi's Rise to Power, Cambridge University Press, Delhi, 1971.
3. Chandra, Bipin, Communalism in Modern India, Vikas Publishing House Pvt. Ltd., New Delhi, 1987.
4. Chandra, Bipin, K. N. Pannikar, Mridula Mukherji, Sucheta Mahajan and Aditya Mukherjee, India's Struggle for Independence 1857-1947, Penguin, Delhi, 1996.
5. Chatterjee, Partha, Nationalist Thought and the Colonial World: A Derivative Discourse, University of Minnesota Press, Minneapolis, 1993.
6. Cohn, Bernard, Colonialism and Its Forms of Knowledge: The British in India, Princeton University Press, Princeton, 1996.
7. Gandhi, M. K., Autobiography or The Story of My Experiments with Truth, Navjivan, Ahmedabad, 1981.
8. Hardy, Peter, The Muslims of British India, Cambridge University Press, London, 1972.
9. Jain, Dr. Kaporchandra, Bhartiya Swatantra Sangram Mein Jain Samaj Ka Yogdaan, Prakrat, Jainsastra Aur Ahimsa Sodh Sansthan, Vaishali, 2012.
10. Maclane, J. R., Indian Nationalism and the Early Congress, Princeton University Press, Princeton, 1977.
11. Metcalf, Barbara D., Islamic Revival in British India: Deoband 1860-1900, OUP, New Delhi, 2002.
12. Pandey, Gyanendra, Remembering Partition, Cambridge University Press, New Delhi, 2002.
13. Pandey, Gyanendra, The Ascendancy of the Congress in Uttar Pradesh, OUP, New Delhi, 1978.
14. Pandey, Gyanendra, The Construction of Communalism in Colonial North India, OUP, New Delhi, 1990.
15. Sarkar, Sumit, The Swadeshi Movement in Bengal, Permanent Black, New Delhi, 1973.

Nedh

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Course code	State in India, (Elective)–Paper–X	L	T	P	C
MHIST20Y204	भारत में राज्य, (ऐच्छिक)–प्रश्नपत्र–10	6	0	0	6
Pre-requisite	Nil	Syllabus version			
					100 Marks
Course Objectives:					
<ul style="list-style-type: none"> This paper provides a historical overview of History of states in India. It examines the nature of medieval, modern and contemporary states of India and its importance in present time. Apart from tracing the varied impacts of states and its development with the role of different dynasties of India. It also examines the changing pattern of states in India and its welfare policy. The paper concludes with an overview of the growth of nation states and its relevance. 					
Course Outcome:					
The Students will be able to:					
<ul style="list-style-type: none"> The paper will expect to enable students the history of states in India and its nature. This paper will learn to how in different time and dynasties the changing pattern of state implementation in India and what was the need. This paper will also discuss the basic difference of state between colonial and post-colonial state. This paper will show to how the welfare state was consisting and its relevance in today. 					
Student Learning Outcomes (SLO):					
Students will:					
<ul style="list-style-type: none"> The students will develop a deeper and nuanced understanding of state. The students will learn state structure and its development in Indian society. It would facilitate them to investigate and converge their historiographical understanding with class, caste, religion and provincial autonomy. It would allow them to question the union of states, merger of states, integration of states and the birth of welfare state of independent India. 					
UNIT-I	Nature and Functions of the State under the Sultans of Delhi: Administrative Structure, Sultan and Central Administration, Iqta System and Revenue Administration, Vijaynagar State: Structure, Features and Nature, Central Government of Vijaynagar- King and Raj Parishad, Concept of Republics Provincial Government, Nayankar System, Land Revenue, Administration of Vijaynagar.	16			
	दिल्ली के सुल्तानों के अंतर्गत राज्य का स्वरूप और कार्य, प्रशासनिक संरचना, सुल्तान और केन्द्रीय प्रशासन, इक्ता व्यवस्था और राजस्व प्रशासन, विजयनगर राज्य : संरचना, लक्षण और स्वरूप, विजयनगर की केन्द्रीय सरकार- राजा और राज परिषद, भारत में गणराज्यों की अवधारणा प्रांतीय सरकार, नायकर व्यवस्था, भूराजस्व, विजयनगर का प्रशासन।				
UNIT- II	The Mughal State: Administrative Institutions, Theory of Kingship, Central Administration, Mughal Administrative Class, Nobility: Its Structure, Organization, Mughal Nobility and Politics, Revenue System, Mansabdari System, The Maratha Administration under Shivaji- Chhatrapati (Kingship) and the Asht Pradhan, Provincial Administration of Shivaji, Sikh Administration under Ranjit Singh.	15			
	मुगल राज्य- प्रशासनिक संस्थान, राजत्व का सिद्धान्त, केन्द्रीय प्रशासन, मुगल प्रशासनिक वर्ग, कुलीनता : इसकी संरचना, संगठन, मुगल कुलीनता और नीतियां, राजस्व व्यवस्था, मनसबदारी व्यवस्था, शिवाजी के अंतर्गत मराठा प्रशासन : छत्रपति (राजत्व) और अष्ट प्रधान, शिवाजी का प्रांतीय प्रशासन, रणजीत सिंह के अंतर्गत सिक्ख प्रशासन।				

UNIT-III	<p>Colonial State: Structure and its Nature under the East India Company and the Crown, British Judicial System, Its Development and Nature, Civil Services, Local Self Government under Lord Ripon and Its Development in the Later Period, Diarchy under the Government of India Act and Its Functioning, Nehru Report (1928).</p>	18
	<p>औपनिवेशिक राज्य : संरचना और ईस्ट इंडिया कम्पनी एवं ब्रिटिश राज के अंतर्गत इसका स्वरूप, ब्रिटिश न्यायिक व्यवस्था, इसका विकास एवं स्वरूप, नागरिक सेवाएं, लार्ड रिपन के अंतर्गत स्थानीय स्वशासन और बाद के समय में इसका विकास, भारत सरकार अधिनियम के अंतर्गत द्वैधशासन और इसकी कार्य पद्धति, नेहरू रिपोर्ट।</p>	
UNIT-IV	<p>Stages of Development of the Nation State in India, Provincial Autonomy under the Government of India Act- 1935 and Its Functioning, Twenty Eight Months of Congress Ministries, Cabinet Mission Plan, Its Proposals and Formation of Interim Government, The British Paramountancy and the Indian State: Under the East India Company Rule, The Policy of Ring Fence, The Policy of Subordinate Isolation.</p>	19
	<p>भारत में राष्ट्र राज्य के विकास के कारण, 1935 के भारत सरकार अधिनियम के अंतर्गत प्रांतीय स्वायत्तता और इसकी कार्य पद्धति, कांग्रेस मंत्रियों के 28 महीने, कैबिनेट मिशन प्लान, इसका प्रस्ताव और अंतरिम सरकार का गठन, ब्रिटिश सर्वोपरि और ईस्ट इंडिया कम्पनी के शासन में भारतीय राज्य, रिंग फेंस की नीति, अधीनस्थ अलगाव।</p>	
UNIT-V	<p>The Policy of Subordinate Union, The Policy of Equal Federation, Indian States on the Eve of the Transfer of Power, Chamber of Princes and the Smaller State, Union of States, Merger of States: Merger of Junagarh, Hyderabad and Kashmir in Indian Union, Integration of States and the birth of Welfare State of Independent India.</p>	22
	<p>अधीनस्थ संघ की नीति, बराबर संघ की नीति, सत्ता के हस्तांतरण की संध्या पर भारतीय राज्य, चैबर ऑफ प्रिंसेज और छोटे राज्य, राज्यों का संघ, भारतीय संघ में राज्यों का विलय : जूनागढ़, हैदराबाद एवं कश्मीर, राज्यों का विलय तथा स्वतंत्र भारत में कल्याणकारी राज्य का जन्म।</p>	

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Mode: Flipped Class Room, Case Discussion, Lectures

Text Book(s)

1. हबीब, इरफान, भारतीय इतिहास में मध्यकाल, ग्रंथ शिल्पी (इंडिया) प्रा. लि., नई दिल्ली, 2006.
2. श्रीवास्तव, बी. के., विचारों का इतिहास, एस. बी. पी. डी. पब्लिकेशन, आगरा, 2010.
3. राय, सत्या, भारत में उपनिवेशवाद और राष्ट्रवाद, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली, 2009.
4. शुक्ला, रामलखन, आधुनिक भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली, 1993.
5. वर्मा, हरिश्चंद्र, मध्यकालीन भारत खण्ड 1 एवं 2, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली, 2011.
6. चंद्र, सतीश, मध्यकालीन भारत: राजनीति, समाज और संस्कृति, ओरियंट ब्लैकस्वॉन, हैदराबाद, 2009.

Reference Books

1. Bhattacharya, S., Financial Foundations of the British Raj, Orient Longman Private Limited, Hyderabad, 2005.
2. Chandra, Bipan, Nationalism and Colonialism in Modern India, Longman Private Limited, Hyderabad, 1979.
3. Habib, I., The Agrarian System of Mughal India, OUP, Bombay, 1963.
4. Habib, M., The Political Theory of the Delhi Sultanate, Kitab Mahal, Allahabad, 1961.
5. Hasan, Ibn, The Central Structure of Mughal Empire, OUP, Karachi, 1967.
6. Menon, V. P., The Story of the Integration of Indian States, Longman and Green, Bombay, 1956.
7. Mishra, B. B., Central Administration of the East India Company (1737-1834), Manchester University Press, Manchester, 1999.
8. Mishra, B. B., Judicial Administration of the East India Company (1765-1782), Motilal Banarasidas Publication, Delhi, 1961.
9. Saran, P., The Provincial Government of the Mughals, Asia Publishing House, Delhi, 1973.
10. Tripathi, R. P., Some Aspects of Muslim Administration, Kitabistan, Allahabad, 1956.

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Course code	Women in Indian History, (Elective)- Paper-X	L	T	P	C
MHIST20Y205	भारतीय इतिहास में महिलाएं, (ऐच्छिक)-प्रश्नपत्र-10	6	0	0	6
Pre-requisite	Nil				Syllabus version
					100 Marks
Course Objectives:					
<ul style="list-style-type: none"> This paper seeks to examine women's history and gender in the larger context of India's transition to modernity. The intention of the paper is to bring to debate the extra-ordinary lives of millions of women who are termed 'ordinary' by the mainstream patriarchal notions. It is expected that the intervention of feminist theory and a critique of patriarchal consciousness would reframe the epistemological pattern of reading history as men's story. 					
Course Outcome:					
The Students will be able to:					
<ul style="list-style-type: none"> The paper is expected to enable students of history to turn towards a new methodological and epistemological framework. The question of gender and women's subordinate position would help us to restructure the norms of patriarchy and associated forms of authority. The stress on knowledge production and its gendered background must open new vistas of enquiry into the categories of women, sexuality, gender and female subalternity. 					
Student Learning Outcomes (SLO):					
Students will:					
<ul style="list-style-type: none"> The students will develop a deeper and nuanced understanding of gender. The students will learn stereotypes and cultural practices prevalent in Indian society. It would facilitate them to investigate and converge their historiographical understanding with class, caste, religion, popular culture and sexuality. It would allow them to question the gendered practices that led to the creation and success of ancient, medieval and modern Indian society. 					
UNIT-I	Survey of Approaches and Sources- (Approaches)- Liberal, Marxist, Socialist, Radical, Post-modern, (Sources)- Archival, Government Files, Official Reports, Census, Private Papers etc, Religion and Woman- Brahmanical and Non-brahmanical, Jainism, Buddhism, Islam and Christianity. दृष्टिकोण और स्रोतों का सर्वेक्षण- (दृष्टिकोण)- उदारवादी, मार्क्सवादी, समाजवादी, अतिवादी, उत्तर आधुनिक (स्रोत)- अभिलेखीय, सरकारी प्रतिवेदन, आधिकारिक प्रतिवेदन, जनगणना, व्यक्तिगत दस्तावेज, धर्म और महिलाएं- ब्राह्मणीय और अब्राह्मणीय, जैन धर्म, बौद्ध धर्म, इस्लाम और ईसाई धर्म।				19
UNIT-II	Reform Movements and Woman- Bhakti Movement, Brahma Samaj, Arya Samaj, Aligarh Movement, Theosophical Movement, Customary and Legal Status of Women in Ancient, Medieval, Colonial, Independence & Post Independence India. सुधार आन्दोलन और महिलाएं- भक्ति आन्दोलन, ब्रह्म समाज, आर्य समाज, अलीगढ़ आन्दोलन, थियोसोफिकल आन्दोलन, महिलाओं के प्राचीन, मध्य काल, औपनिवेशिक तथा उत्तर औपनिवेशिक भारत में रीति रिवाज (सामाजिक) एवं कानूनी स्थिति।				18
UNIT- III	Women and Work- Household, Agriculture, Industry, Formal and Informal Sectors, Professions, Wages, Property Rights, Women in Tribal and Dalit Societies. महिलाएं एवं कार्य- घरेलू, कृषि, उद्योग, औपचारिक व अनौपचारिक क्षेत्र, व्यवसाय, मजदूरी, सम्पत्ति अधिकार, आदिवासी एवं दलित समाज की महिलाएं।				15

UNIT-IV	Education and Women in Ancient, Medieval, Colonial and Post Independence India, Women's Organization in Colonial Period, Local, Provincial, National and Post Independence India.	16
प्राचीन, मध्यकालीन, आधुनिक, औपनिवेशिक एवं उत्तर औपनिवेशिक भारत में शिक्षा और महिलाएं, औपनिवेशिक काल, स्थानीय, प्रांतीय, राष्ट्रीय एवं उत्तर औपनिवेशिक भारत में महिलाओं के संगठन।		
UNIT - V	Political Participation- Gandhian Satyagraha, Revolutionary Movements, State Legislatures and Parliament, Panchayats and Municipal Councils, Women and Culture- Women's Representation and Participation in Literature, Fine Arts, Music, Dance, Theatre, Films and Media.	22
राजनीतिक भागीदारी- गाँधीवादी सत्याग्रह, क्रांतिकारी आन्दोलन, राज्य विधायिका एवं संसद, पंचायत व नगरीय निकाय, महिलाएं एवं संस्कृति- साहित्य, ललित कला, संगीत, नृत्य, रंगमंच, फिल्में तथा मीडिया में महिलाओं का प्रतिनिधित्व एवं भागीदारी।		

Mode: Flipped Class Room, Case Discussion, Lectures

Text Book(s)

1. परमार, शुभ्रा, नारीवादी सिद्धान्त एवं व्यवहार, ओरियन्ट ब्लैकस्वान प्राइवेट लिमिटेड, नई दिल्ली, 2015.
2. जोशी, गोपा, भारत में स्त्री असमानता- एक विमर्श, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली 2017.
3. आर्य, साधना, मेनन, निवेदिता एवं जिनी लोकनियता, नारीवादी राजनीति : संघर्ष एवं मुद्दे, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली 2013.

Reference Books

1. Altekhar, A. S., The Position of Women in Hindu Civilization, Motilal Banarasidas Publication, New Delhi, 2002.
2. Desai, Neera, Women in Modern India, Asia Publication House, Mumbai, 1957.
3. Kumar, Raj and Romila Parthi, Women's Role in Indian National Movement, Pointer Publishers, Delhi, 2003.
4. Mazumdar, Vina, Symbols of Power: Studies on the Political Status of Women in India, Allied Publication, New Delhi, 1979.
5. Mishra, Rekha, Women in Mughal India, Munshiram Manoharlal Publishing House, Delhi, 1967.
6. Nair, Janaki, Women and Law in Colonial India, Kali for Women, New Delhi, 1996.

Nedha

M R

Course code	History of Science & Technology in Colonial India, (Elective)-Paper-X	L	T	P	C
MHIST20Y206	औपनिवेशिक भारत में विज्ञान एवं प्रौद्योगिकी का इतिहास, (ऐच्छिक)-प्रश्नपत्र-10	6	0	0	6
Pre-requisite	Nil	Syllabus version 100 Marks			
Course Objectives:					
<ul style="list-style-type: none"> This paper will be tracing the varied impacts of science & technology on the society in colonial India. This paper also discusses examples of social and political mobilizations on the questions of scientific thoughts. This paper provides a historical development of science & technology in colonial India with various institutions and scientists. It examines the nature of this period scientific idea, instruments and discusses the native technology of India. 					
Course Outcome:					
The Students will be able to: <ul style="list-style-type: none"> Upon completion of this course, students will be able to understand the major factors that led to the establishment and consolidation of science & technology in this period. They will also be able to identify the process of growth of science & technology in colonial India. This course will throw a light on the East India Company and scientific explorations. This course will also be able to understand the role and contribution of prominent Indian scientists. 					
Student Learning Outcomes (SLO):					
Students will: <ul style="list-style-type: none"> Outline of important features of the science & technology in colonial India. Explain the development of the concept of colonial science in this period. Discuss the development of railways, telegraph, post and homeopathy in colonial India and its impact on Indian society. The students will learn how the development of education of engineering and technology, role of Indian scientists in freedom struggle and Indian response to new scientific knowledge. 					
UNIT - I	State of Science and Technology on the eve of British Conquest, Concept of Colonial Science, Science and British Colonial Imperialism. ब्रिटिश विजय की संध्या तक विज्ञान एवं प्रौद्योगिकी की स्थिति, उपनिवेशी विज्ञान की अवधारणा, विज्ञान एवं ब्रिटिश औपनिवेशिक साम्राज्यवाद।	15			
UNIT - II	East India Company and Scientific Explorations, Trigonometrical Survey, Geological Inventions, The Establishment of Railways, Telegraph and Post. ईस्ट इंडिया कम्पनी एवं वैज्ञानिक अन्वेषण, त्रिकोणमितीय सर्वेक्षण, भूवैज्ञानिक आविष्कार, रेलवे, डाक तथा तार की स्थापना।	16			
UNIT - III	Srinivasa Ramanujan and his Achievement in the field of Mathematics, Indian Mathematicians and Astrologists of British India, History of Development of Homeopathy in India. श्रीनिवास रामानुज एवं गणित के क्षेत्र में उनकी उपलब्धि, ब्रिटिश भारत के भारतीय गणितज्ञ एवं खगोलशास्त्री, भारत में होम्योपैथी के विकास का इतिहास।	18			
UNIT - IV	Development of Education of Engineering and Technology, Some Prominent Indian Scientists- C. V. Raman, Hargovind Khurana, D. N. Wadia and M. Visvesvaraya.	19			

	अभियांत्रिकी एवं प्रौद्योगिकी शिक्षा का विकास, कुछ प्रमुख भारतीय वैज्ञानिक- सी. वी. रमण, हरगोविन्द खुराना, डी. एन. वाडिया एवं एम. विश्वेश्वरय्या।	
UNIT - V	British Policy of Apartheid forwards Indian Scientists, Reaction of Indian Scientists: J. C. Bose, P. N. Bose and P. C. Ray against Policy of Apartheid, Science and Indian Nationalism- Role of Indian Scientists in Freedom Struggle, Indian response to New Scientific Knowledge. भारतीय वैज्ञानिकों के विरुद्ध ब्रिटिश रंगभेदी नीतियां, भारतीय वैज्ञानिकों की प्रतिक्रिया- जे. सी. बोस, पी. एन. बोस एवं पी. सी. राय की रंगभेद के विरुद्ध नीति, विज्ञान एवं भारतीय राष्ट्रवाद- भारतीय वैज्ञानिकों की स्वतंत्रता आन्दोलन में भूमिका, नए वैज्ञानिक ज्ञान के प्रति भारतीयों की प्रतिबद्धता।	22

# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<ol style="list-style-type: none"> 1. कुमार, दीपक, विज्ञान और भारत में अंग्रेजी राज, ग्रंथ शिल्पी (इंडिया) प्रा. लि., दिल्ली, 2013. 2. मुले, गुणाकर, भारतीय इतिहास में विज्ञान, योगी प्रकाशन, दिल्ली, 2003. 3. मुले, गुणाकर, महान भारतीय वैज्ञानिक, यात्री प्रकाशन, अहमदाबाद, 2005. 4. रहमान, ए. भारत में विज्ञान और तकनीकी प्रगति, राजकमल प्रकाशन प्रा. लि., नई दिल्ली, 2003. 		
Reference Books		
<ol style="list-style-type: none"> 1. Dharampal, Indian Science and Technology in the Eighteenth Century, University of Michigan Press, Manchester, 1971. 2. Inkster, Ian, Science & Technology in History, Sage Publication, London, 1991. 3. Kumar, Deepak, Disease and Medicine in India, Sage Publication Private Limited, New Delhi, 2001. 4. Kumar, Deepak, Science & Empire, Anamika Prakashan, Delhi, 1991. 5. Kumar, Deepak, Technology and the Raj, Sage Publication, New Delhi, 1995. 6. Raina, Dhruv, Image and Context, Historiography of Science in India, OUP, Delhi, 2003. 		

Nedw 

Course code	Project Work/ Dissertation, Paper–XI	L	T	P	C
MHIST20Y207	परियोजना कार्य / लघु शोध प्रबंध, प्रश्नपत्र–11	10	0	0	10
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
<ul style="list-style-type: none"> To provide capacity to learn continually and interact with multidisciplinary groups. To provide innovative methods and techniques to solve research problem. To interpret the research material of dissertation in a critical manner and to proceed with an analysis/simulation/experimentation and critical review. To discover and provide a framework within which research is conducted so that student's answers are fact based and backed-up by solid information. To craft an extensive and comprehensive piece of written work so as to convey research in the most efficient and effective way. 					
Course Outcome:					
The Students will be able to:					
<ul style="list-style-type: none"> understand how to initiate and conduct research. understand research skills of identifying and selecting topic for research. develop skill of doing literature review and data collection and accompanying drawbacks. understand different steps in conducting research and associated limitations. do data analysis and report writing and also understand ethics involved in research. 					
Student Learning Outcomes (SLO):					
Students will:					
<ul style="list-style-type: none"> At the end of the course the student's gets exposure to design a research investigation that incorporates appropriate theoretical approaches, conceptual models and a review of the existing literature. Students will learn to structure a discussion in a coherent and convincing way by summarizing the key arguments and providing suitable and coherent findings. Student will be able to draw valid conclusions, relating them to the research topic. Students develop a design of their study with a discussion of the methodology to be used. Students describe how their data will be treated and analyzed of their study. 					
UNIT – I	The students will be given topics/titles on the Projects/ Dissertation, Each Project will relate to that part of the subject which the students have not taken in the core-courses and Elective Courses.				
	विद्यार्थियों को जो विषय/शीर्षक परियोजना कार्य/लघु शोध प्रबंध के लिए दिया जाएगा वह किसी भी मुख्य पाठ्यक्रम और वैकल्पिक पाठ्यक्रम से किसी प्रकार से संबंधित नहीं होना चाहिए।				
UNIT – II	It will be mandatory for each student to submit the hand written/typed Dissertation in the office of the Department before the beginning of Examination.				
	यह प्रत्येक विद्यार्थी के लिए अनिवार्य होगा कि वह परीक्षा के आरम्भ से पूर्व विभाग के कार्यालय में हस्तलिखित या टाइप किया हुआ लघु शोध कार्य जमा करे।				
UNIT– III	Project work/ Dissertation should be hand written / typed.				
	हस्तलिखित/टाइप किया हुआ लघु शोध कार्य होना चाहिए।				
UNIT– IV	The Presentation will be held on the date of Examination.				
	परीक्षा तिथि पर प्रस्तुतीकरण होगा।				

Course code	Project Work/ Dissertation, Paper–XI	L	T	P	C
MHIST20Y207	परियोजना कार्य/ लघु शोध प्रबंध, प्रश्नपत्र–11	10	0	0	10
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
<ul style="list-style-type: none"> To provide capacity to learn continually and interact with multidisciplinary groups. To provide innovative methods and techniques to solve research problem. To interpret the research material of dissertation in a critical manner and to proceed with an analysis/simulation/experimentation and critical review. To discover and provide a framework within which research is conducted so that student's answers are fact based and backed-up by solid information. To craft an extensive and comprehensive piece of written work so as to convey research in the most efficient and effective way. 					
Course Outcome:					
The Students will be able to:					
<ul style="list-style-type: none"> understand how to initiate and conduct research. understand research skills of identifying and selecting topic for research. develop skill of doing literature review and data collection and accompanying drawbacks. understand different steps in conducting research and associated limitations. do data analysis and report writing and also understand ethics involved in research. 					
Student Learning Outcomes (SLO):					
Students will:					
<ul style="list-style-type: none"> At the end of the course the student's gets exposure to design a research investigation that incorporates appropriate theoretical approaches, conceptual models and a review of the existing literature. Students will learn to structure a discussion in a coherent and convincing way by summarizing the key arguments and providing suitable and coherent findings. Student will be able to draw valid conclusions, relating them to the research topic. Students develop a design of their study with a discussion of the methodology to be used. Students describe how their data will be treated and analyzed of their study. 					
UNIT – I	The students will be given topics/titles on the Projects/ Dissertation, Each Project will relate to that part of the subject which the students have not taken in the core-courses and Elective Courses.				
	विद्यार्थियों को जो विषय/शीर्षक परियोजना कार्य/लघु शोध प्रबंध के लिए दिया जाएगा वह किसी भी मुख्य पाठ्यक्रम और वैकल्पिक पाठ्यक्रम से किसी प्रकार से संबंधित नहीं होना चाहिए।				
UNIT – II	It will be mandatory for each student to submit the hand written/typed Dissertation in the office of the Department before the beginning of Examination.				
	यह प्रत्येक विद्यार्थी के लिए अनिवार्य होगा कि वह परीक्षा के आरम्भ से पूर्व विभाग के कार्यालय में हस्तलिखित या टाइप किया हुआ लघु शोध कार्य जमा करे।				
UNIT– III	Project work/ Dissertation should be hand written / typed.				
	हस्तलिखित/टाइप किया हुआ लघु शोध कार्य होना चाहिए।				
UNIT– IV	The Presentation will be held on the date of Examination.				
	परीक्षा तिथि पर प्रस्तुतीकरण होगा।				

UNIT - V The Presentation will be oral/PPT mode.

प्रस्तुतीकरण मौखिक/पावर पॉइंट प्रेजेंटेशन के माध्यम से होगा।

प्रत्येक विद्यार्थी को इतिहास विषय के किसी एक शीर्षक पर 40 पृष्ठों का लघु शोध प्रबंध/परियोजना कार्य की प्रस्तुति आवश्यक होगी।

Nrdh



Course code	Subjective Presentation & Comprehensive Viva, Paper-XII	L	T	P	C
MHIST20Y208	विषय प्रस्तुति और विस्तृत मौखिकी, प्रश्नपत्र-12	6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			

Course Objectives:

- इतिहास विषय की समग्र और व्यापक जानकारी प्रदान करना।
- छात्रों में इतिहास विषय सम्बन्धी शोध-खोज के प्रति रुचि जाग्रत करना।
- इतिहास विषय के अभ्यास की प्रवृत्ति को विकसित करना।
- इतिहास विषय के क्षेत्र में शोध करने हेतु कुशलता एवं दक्षता को विकसित करना।

Course Outcome:

- इतिहास विषय की क्षमताओं एवं विशेषताओं का ज्ञान होना।
- इतिहास विषय और इतिहास दर्शन में दक्षता और उसकी सूक्ष्मता का पता चलना।
- भाषा और दर्शन में शोध के आयामों का ज्ञान कराना।

Student Learning Outcomes (SLO):

- भाषा कौशल का विकास होना।
- विषय के अनुकूलन की सोच विकसित होना।
- शोध के लिए नूतन तकनीक, कौशल विधियाँ एवं प्रयोगों का विकास होना।
- शोध सम्बन्धी समस्याओं का निदान करने की क्षमता का विकास होना।

प्रत्येक विद्यार्थी को प्रश्न पत्र संख्या 7 से 11 तक पढ़े गये विषयों में से किसी एक विषय पर विषय प्रस्तुति और विस्तृत मौखिकी देनी होगी।