

Department of History
School of Humanities and Social Science



Curriculum Framework

M.A.

Based on National Education Policy- 2020

Date of BoS: 13/09/2022

Dr. Harisingh Gour Vishwavidyalaya, Sagar
(A Central University)
Madhya Pradesh-470003

About the Department

The **Department of History** was established in 1946, since the inception of the University. In the initial stages, for four years, the department conducted only intermediate and B.A. Classes under the headship of Dr. H.L. Gupta, Senior Lecturer and Head of the Department. Prof. R.P. Tripathi, Vice Chancellor of Sagar University, was Honorary Professor of the Department. He took initiative to start P.G. Classes in the Department. Prof. B. N. Sharma of this Department was appointed the Vice Chancellor of Bhopal University. Three Professors of this Department Prof. H.L. Gupta, Prof. B.N. Sharma and Prof. B.B. Shrivastava served as the Dean of Social Science Faculty. Presently Prof. B.K. Shrivastava is the Head of the department. Since its inception, the Department has catered to the needs of higher education to thousands of students who are now being employed in different universities and colleges in India and abroad.

Curriculum Framework based on National Education Policy-2020

NEP-2020 has conceptualized the idea to develop well rounded competent individuals for making the nation a self-reliant and global leader. In the same spirit, we at Department of History have developed a curriculum framework to encompass the goals of NEP 2020. To this end, we have incorporated choice of subject/disciplines of study creating academic pathways having constructive combinations of disciplines for study with multiple entry and exit points as well as focus on experiential learning for students by introducing multidisciplinary and skill enhancement courses and actual Hands on training in the recent and trending aspects of the area concern.

Post Graduate Curriculum Framework for Master of arts in History

1. **Name of the Programme:** PG Diploma
2. **About the Programme:** The Programme is of 1 years divided into 2 Semesters
3. **Objectives of the Programme:**
 - To help formulate postgraduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of PG Diploma
 - To enable the students to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a post-graduate would be capable of demonstrating on successful completion of PG Diploma.
 - To maintain national standards and international comparability of standards to ensure global competitiveness, and facilitate doctoral mobility

4. Programme Learning Outcomes :

The programme learning outcomes are attained by learners through the essential learnings acquired on completion of selected courses of study within a programme. The outcomes and attributes described in qualification descriptors are attained by students through learning acquired on completion of a programme of study. After Completion of the programme the learner will be able to:

- Understand the various phases of History in the process of man's progress
- Understand the various aspects of History which would form a platform for research by developing the skills
- Develop those analytical skills which is expected from a post-graduate diploma.

5. Structure of the Programme

Post Graduate Curriculum Framework

Year/Semester	Nature of the Course	Courses	Title	Credits
L 8 First Year Semester I	Discipline Specific Major -1	HIS-DSM-121	Historiography: Concept, Methods and tools	06
	Discipline Specific Major -2	HIS-DSM-122	History of India (CE 1757 to 1857)	06
	Multi-Disciplinary Major -3	HIS-MDM-121	History of Bundelkhand (CE 1531 to 1857)	06
	Skill Enhancement Course (SEC)	HIS-SEC-121	Application of History in Tourism and its Management	04
				22

6.

Year/Semester	Nature of the Course	Courses	Name of the Paper	Credits
Semester II	Discipline Specific Major -1	HIS-DSM-221	Approaches, Schools & Theories of History	06
	Discipline Specific Major -2	HIS-DSM-222	History of India (CE 1858 to 1947)	06
	Multi-Disciplinary Major -3	HIS-MDM-221	Freedom Struggle in Bundelkhand (CE 1858-1947)	06
	Skill Enhancement Course (SEC)	HIS-SEC-221	Gandhian Thought	04
L8 - Exit with Postgraduate Diploma in History				22

6 Exit: Post Graduate Diploma in History

7 Teaching Learning Approach:

Mainly this programme will transact the under given pedagogic approach-

- a. Lecture/ Seminar format
- b. Demonstration
- c. Readings/written assignments and Field Projects
- d. Group discussions/tutorial
- e. Community visit
- f. Project work
- g. Field Visit/Survey/Dissertation

8 Assessment

The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I & II) and End Semester examinations. To be eligible to appear in End semester examination a student must appear in Mid semester examinations along with 75 per cent attendance in classroom processes.

HIS-DSM-121 Historiography: Concept, Methods and Tools								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem I	HIS-DSM-121	Historiography Concept, Methods and Tools	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

Learning Objectives:

- This course will help the students to develop an understanding of the Meaning and Scope of History.
- This course will develop knowledge about the correlation of History with other subjects.
- This course will help in knowing about the Ancient Traditions of Historiography and the Development of Historiography in Ancient India.
- This course will help the students understand the Features and limitations of Medieval Indian Historiography. Students will be able to study the Modern trends of Historiography.

Course Learning Outcomes :

This course will help the students understand the features and limitations of Ancient & Medieval Indian Historiography. Students will be able to study the Modern trends of Historiography.

Unit-wise Learning Outcomes :

- UO 1. Will get in-depth knowledge about the Meaning and Scope of History.
- UO 2. Will get knowledge about the correlation of History with other subjects.
- UO 3. Will be able to describe the conditions for the Ancient Traditions of Historiography and the Development of Historiography in Ancient India.
- UO 4. Will get an understanding of the Features and limitations of Medieval Indian Historiography.
- UO 5. Will get in-depth knowledge about the Modern trends of Historiography.

Unit – I: 18

Meaning and Scope of History, Collection and Selection of data, Evidence and its transmission, Causation in History, Bias in History

Unit - II: 18

History and other Disciplines- Archaeology, Geography, Anthropology, Sociology, Political Science, Economics, Philosophy and Literature.

Unit - III: 18

Greco-Roman Tradition of Historiography, Chinese Historiography, Ancient Indian Traditions of Historiography, Development of Historiography in Ancient India, Bana Bhatt, and Kalhan's Historiography.

Unit - IV:**18**

Medieval Indian Historiography, Main features of medieval Indian Historiography, Problems of Medieval Indian Historiography,

Unit – V:**18**

Development of Medieval Indian Historiography, Historiography of Albaruni, Minhas-us shiraj, Amir Khusrau, Ziya-ud-Din Barni and Abul Fazal. Modern trends of Historiography - Positivist, Classical Marxist and Annals.

Essential Readings:

1. Carr, E.H., What is History? Penguin Books, Middlesex, reprint, 1975
2. Sen, S.P., (ed.), Historians and Historiography in Modern India, Calcutta, Institute of Historical Studies, 1973.
3. Thapar, Romila, Harbans Mukhia and Bipan Chandra, Communalism and the writing of Indian History, People's Publishing House, New Delhi, Reprint 1984.
4. थापर, रोमिला, इतिहास की पुनर्व्याख्या, राजकमल दिल्ली, 1996.
5. पाण्डेय, गोविन्दचंद्र, इतिहास : स्वरूप एवं सिद्धांत, जयपुर, 1999.
6. श्रीवास्तव, बी.के., इतिहासलेखन, अवधारणा विधायें एवं साधन, SBPD Publishing House, आगरा, 2017
7. कार, ई. एच., इतिहास क्या है? दिल्ली, 1993
8. सरकार, सुमित, सामाजिक इतिहासलेखन की चुनौती, ग्रन्थशिल्पी, नई दिल्ली

Suggested Readings:

1. Bajaj, Satish, K. Recent trends in Historiography, Anmol, New Delhi, 2001.
2. Budha, Prakash, The Modern approach to History.
3. Butterfield, H., Whig interpretation of History.
4. Collingwood, R.G., the Idea of History, Oxford University Press, London, Reprint, 1973
5. David Harvey, The condition of post modernity, An enquiry into the Origin of Cultural Change, Basil Blackwell, 1989.
6. Mukhia, Harbans, Historians and Historiography during the reign of Akbar, Delhi, 1976.
7. Marwick, Arthur, The Nature of History, Macmillan, Reprint, 1973.
8. Marc, Bloch, The Historian's Craft.
9. बुद्ध प्रकाश, इतिहासदर्शन, हिन्दीसमिति, प्रयाग, 1962
10. राय, कौलेश्वर, इतिहासदर्शन, किताबमहल, इलाहाबाद, 1998
11. लालबहादुर, इतिहासलेखन के बारे में इलाहाबाद, 2000

12. शर्मा, रामविलास, इतिहासदर्शन, वाणी प्रकाशन, दिल्ली, 2000
13. सिंह, परमानंद, इतिहासदर्शन, 2000
14. सतीशचंद्र, मध्यकालीन भारत में इतिहासलेखन धर्म और राज्य का स्वरूप, ग्रन्थशिल्पी, नईदिल्ली, 1999
15. मारविक, आर्थर, इतिहास का स्वरूप, ग्रन्थशिल्पी, नईदिल्ली
16. चौबे, झारखण्ड इतिहासदर्शन, विश्वविद्यालय प्रकाशन, वाराणसी, 1999
17. हबीब, इरफान, भारतीय इतिहास का शिल्प, ग्रन्थशिल्पी, नईदिल्ली
18. मार्कब्लाख, इतिहासकार का शिल्प, ग्रन्थशिल्पी, नईदिल्ली
20. अमीन शाहिद एवं पाण्डेय ज्ञानेन्द्र निम्नवर्गीय प्रसेंग, भाग-1 एवं 2, राजकमल, नईदिल्ली

HIS-DSM-122 History of India (CE 1757 to 1857)								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem I	HIS-DSM-122	History of India (CE 1757 to 1857)	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

Learning Objectives:

To study and understand the expansionist policies and administration of the British government in India and the Indian reaction to it.

Course Learning Outcomes:

After studying the course students would be able to understand the policies of British rule to fulfil their ambitions and Indian Reaction to these policies

Unit-wise Learning Outcomes:

UO 1. After studying the unit students would be able to understand the sources of Modern History

UO 2. After studying the unit students would be able to understand the expansionist policies of the Britishers by means of wars

UO 3. After studying the unit students would be able to understand the British administrative policies of extension and birth of Indian social reform movements

UO 4. After studying the unit students would be able to understand British administrative policies for the education of Indians and role of the Press

UO 5. After studying the unit students would be able to understand Indian revolts against British Rule.

Unit – I: Sources of Modern Indian History: Archival records, private papers, Newspapers, Periodical, Diaries, Interviews and orality

Unit - II: India in the mid-eighteenth century, Establishment of British Supremacy in Bengal, Instrument of expansion by wars: Anglo-Maratha relations, Anglo- Mysore relations, Anglo-Sikh relations

Unit - III: Expansion by diplomacy- Subsidiary Alliance system and Doctrine of lapse, Social Policies of the British under William Bentinck, British contact and advent of Indian middle class, Raja Rammohan Roy and Brahma Samaj, Young Bengal Movement

Unit - IV: Education: Indigenous and Modern, Orientalist and Anglicist controversy, Development of education up to Charles Wood's Dispatch, History of Indian Press

Unit –V: Resistance to colonial rule: Nature and forms of resistance to colonial rule. Pre1857 peasant, tribal and cultural resistance, Revolt of 1857 – Historiography, Causes, Programmes, Leadership at various levels, People's Participation, Failures of the Revolt and British suppression and response.

Essential Readings:

1. Bipan Chandra, Rise and Growth of Economic Nationalism in India, People Publishing House, Delhi.
2. शुक्ला, रामलखन, आधुनिक भारत का इतिहास, दिल्ली विश्वविद्यालय प्रकाशन, 1993.
3. बी.एल. गोवर, यशपाल, अलकामेहता, आधुनिक भारत का इतिहास एक नवीन मूल्यांकन (1707 से वर्तमान समय तक) एस. चन्द एण्ड कम्पनी लिमिटेड, दिल्ली, 2004.

Suggested Readings:

2. Brown Judith, Modern India - The Origin of Asian democracy, Oxford University, Delhi.
3. Desai, A.R., social Background of Indian Nationalism, Popular Prakashan, 1986.
4. ठाकुर, के शिवकुमार, भारत में अंग्रेजी राज के दो सौ वर्ष
5. राबर्ट्स, पी. ई, वेलेजली के अधीन भारत अनुवाद क उमा दास, उत्तर प्रदेश हिन्दी अकादमी, लखनऊ
- 6 . चटर्जी, नन्दलाल, मीर कासिम, इण्डियन प्रेस पब्लिकेशन, इलाहाबाद, 1962
7. शुक्ल, गिरिधर, प्लासी का युद्ध ,आदर्श हिन्दी पुस्तकालय, इलाहाबाद 1967
- 8 . मित्तल, ए. के. भारत का राजनैतिक और सांस्कृतिक इतिहास, साहित्य भवन पब्लिकेशन आगरा. 1999
- 9 . दिवाकर, प्रो. बी. एम, भारत में कम्पनी राज के राज के कारनामों 1613–1857, कालेज बुक डिपो, जयपुर
10. गोहित, राजीव कुमार, आधुनिक भारत का इतिहास (1757–1857), रजतप्रकाशन, नई दिल्ली 2010
11. चन्द्रा, सतीश, उत्तर मुगलकालीन भारत, हिन्दी माध्यम कार्यालय निदेशालय, दिल्ली विश्वविद्यालय, 1998

HIS-MDM-121 History of Bundelkhand (CE 1531 to 1857)								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem I	HIS-MDM-121	History of Bundelkhand (CE 1531 to 1857)	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Lecture/Contact Hours: 90

Course Objectives:

- This course will help the students to develop an understanding of local history.
- In this, the geographical expansion, cultural homogeneity and political scenario of Bundelkhand can be observed.
- This course will develop the skill of the student to understand the movements going on at the local level.
- This course will help in knowing about the establishment of Bundela state in Bundelkhand and the spread of Maratha power.
- The expansion of the British Empire in Bundelkhand would develop an understanding of the problems arising out of the process of social, economic, cultural and administrative changes in the region.
- Students will be able to study the revolution of 1857 at a micro level and get to know the local leadership.

Unit-wise Learning Outcome:

UO – I This unit will help the students to understand the historical development of Bundelkhand. Students are introduced to the society, culture and economy of Bundelkhand. The focus is on the relationship between Chhatrapati Shivaji and Chhatrasal, describing the establishment of the Bundela kingdom in Bundelkhand.

UO – II The learning outcomes in this volume pass through the stages in which the relationship between Peshwa Bajirao I and Chhatrasal is established and British authority in the Sagar and Narmada Territory is established.

UO – III This unit discusses the contribution of the major leaders who participated in the rebellion while telling the students about the Bundela rebellion in the middle of the 19th century.

UO – IV In this section, while telling the background of the 1857 revolution in Bundelkhand, it will be told about the spread of the revolution from the Jhonkan Bag massacre in Jhansi.

UO – V This unit explains the importance of Hindu-Muslim unity in the revolution by explaining the role of Bhakhatwali and Mardan Singh, who were regional leaders in the revolution of 1857.

Unit – I

Bundelkhand: Geographical limit Society, Economy and Culture of Bundelkhand: Establishment of Bundela Kingdom by Chatrasal; Impact of Chatrapati Shivaji on Chatrasal.

Unit - II

Relations of Chatrasal with Peshwa Bajirao-I, Establishment of British power in Sagar and Narmada territory

Unit - III

Bundela rebellion of 1842, Role of Parikshit, Madhukarshah and Hidershah in Bundela rebellion. Suppression of Bundela rebellion.

Unit - IV

Background of Revolution of 1857 in Bundelkhand, Beginning of Revolution at Jhansi, Jhokhan bag massacre, an outbreak of Revolution at Sagar, Role of folklores in the development of National consciousness during the Revolution of 1857.

Unit - V

Role of Bhakhatwali and Maradan Singh in it. Suppression of the Revolution. Impact of Revolution, Hindu-Muslim unity during the Revolution.

Essential Readings:

1. भगवान दास गुप्ता, बुंदेलखण्ड केसरी महाराज क्षत्रसाल बुंदेला, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल ।
2. सुरेश मिश्रा, मध्य प्रदेश के रनबंकुरे, स्वराज संस्थान, भोपाल ।
3. जय प्रकाश मिश्रा, बुंदेला विद्रोह, स्वराज संस्थान, भोपाल ।

Suggested Readings:

4. अग्नीस ठाकुर, महाकौशल में 1857 की क्रांती गॉडफादर प्रिंट सिस्टम, जबलपुर ।
5. सुरेश मिश्रा, 1842 के विद्रोही हीरापुर के हिर्देशाह, स्वराज संस्थान, भोपाल ।
6. त्रिपाठी, काशीप्रसाद, बुंदेलखण्ड का सामाजिक-आर्थिक इतिहास, समय प्रकाशन, नई दिल्ली, 2006.
7. त्रिपाठी, काशी प्रसाद, बुंदेलखण्ड का बृहद इतिहास, समय प्रकाशन, नई दिल्ली, 2006.
8. श्रीवास्तव, बी. के., बुंदेलखण्ड का इतिहास, डी. के. प्रिंटवर्ल्ड (प्रा.) लि. नई दिल्ली, 2019.
9. श्रीवास्तव, बी. के., बुंदेलखण्ड की संस्कृति, राधा पब्लिकेशन्स, नई दिल्ली, 2019.
10. सिंह, दीवान प्रतिपाल, बुंदेलखंड का इतिहास, भाग-1-12, कुँवर पृथ्वी सिंह, छतरपुर, 2009.

HIS-DSM-221 Approaches, Schools & Theories of History								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem II	HIS-DSM-221	Approaches, Schools & Theories of History	6	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hours 90

Learning Objectives:

- This course will help the students to develop an understanding of the various approaches to History like Orientalist, Imperialist, Nationalist approach etc.
- This course will develop knowledge about the Major Theories of History like Cyclical Theory, Comparative, Ecological theory, etc.
- This course will help in knowing about the conditions for the Themes in Indian History like Economy, Labour & peasants, Religion, etc.
- This course will help the students to develop an understanding of some debates in History.

Course Learning Outcomes :

- This course will help the students understand the various approaches and major theories of History. Students will be able to study some debates in History and some eminent Indian Historians.

Unit-wise Learning Outcomes :

- UO 1. Will get in-depth knowledge about the various approaches to History like Orientalist, Imperialist, Nationalist approach, etc.
- UO 2. Will get knowledge about the Major Theories of History like Cyclical Theory, Comparative, Ecological theory, etc.
- UO 3. Will be able to describe the conditions for the Themes in Indian History like Economy, Labour & peasants, Religion, etc.
- UO 4. Will get an understanding of some debates in History. Will get in-depth knowledge about the Nature of the Revolt of 1857 A.D. and the World Economic Crisis of 1929 A.D.
- UO 5. Will get in-depth knowledge about the Historiography of Jadunath Sarkar, Muhammad Habib, K.P. Jayaswal, R.P.Tripathi & R.C. Majumdar.

Unit – I**18**

Approaches to History: Theological, Orientalist, Imperialist, Nationalist, Marxist, Subaltern, Post Modernism

Unit - II**18**

Major Theories of History: Cyclical Theory, Historical Materialism. Sociological Comparative, World System, Ecological.

Unit - III**18**

Themes in Indian History: Economic, Labour & peasant, Religion, Culture, Ecological, Science & Technology.

Unit - IV**18**

Debates in History- Position of women in Indian society, Balance-Sheet Debate related to British Rule in India, Is History a Science or Art or both?, Nature of the Revolt of 1857 A.D., World Economic Crisis of 1929 A.D.

Unit – V**18**

Some eminent Indian Historians K.P. Jayaswal, R.C. Majumdar, R. P. Tripathi, Jadunath Sarkar and V.D. Savarkar

Essential Readings:

1. Carr, E.H., What is History? Penguin Books, Middlesex, reprint, 1975
2. Marwick, Arthur, The Nature of History, Macmillan, Reprint, 1973.
3. Mukhia, Harbans, Historians and Historiography during the reign of Akbar, Delhi, 1976.
4. पाण्डेय, गोविन्दचंद्र, इतिहास : स्वरूप एवं सिद्धांत, जयपुर, 1999.
5. थापर, रोमिला, इतिहास की पुनर्व्याख्या, राजकमलदिल्ली, 1996.
6. श्रीवास्तव, बी.के., इतिहासलेखन, अवधारणा विधायें एवं साधन, SBPD Publishing House, आगरा, 2017
7. कार, ई. एच., इतिहास क्या है ? दिल्ली, 1993
8. वर्मा, लालबहादुर, इतिहासलेखन के बारे में इलाहाबाद, 2000
9. मारविक, आर्थर, इतिहास का स्वरूप, ग्रन्थशिल्पी, नईदिल्ली

Suggested Readings:

1. Bajaj, Satish, K. Recent trends in Historiography, Anmol, New Delhi, 2001.
2. Budha, Prakash, The Modern approach to History.
3. Butterfield, H., Whig interpretation of History.
4. Collingwood, R.G., the Idea of History, Oxford University Press, London, Reprint, 1973
5. David Harvey, The Condition of postmodernity, An Enquiry into the Origin of Cultural Change, Basil Blackwell, 1989.
6. Marc, Bloch, The Historian's Craft.
7. Sen, S.P., (ed.), Historians and Historiography in Modern India, Calcutta, Institute of Historical Studies, 1973.
8. बुद्ध प्रकाश, इतिहासदर्शन, हिन्दी समिति, प्रयाग, 1962
9. राय, कौलेश्वर, इतिहासदर्शन, किताबमहल, इलाहाबाद, 1998
10. सरकार, सुमित, सामाजिक इतिहासलेखन की चुनौती, ग्रन्थशिल्पी, नईदिल्ली
11. शर्मा, रामविलास, इतिहासदर्शन, वाणी प्रकाशन, दिल्ली, 2000
12. सिंह, परमानंद, इतिहासदर्शन, 2000
13. सतीशचंद्र, मध्यकालीन भारत में इतिहासलेखन धर्म और राज्य का स्वरूप, ग्रन्थशिल्पी, नईदिल्ली, 1999
14. दर्शन, हिन्दीसमिति, प्रयाग
15. चौबे, झारखण्ड, इतिहासदर्शन, विश्वविद्यालय प्रकाशन, वाराणसी, 1999
16. हबीब, इरफान, भारतीय इतिहास का शिल्प, ग्रन्थशिल्पी, नईदिल्ली
17. मार्कब्लाख, इतिहासकार का शिल्प, ग्रन्थशिल्पी, नईदिल्ली
18. अमीन शाहिद एवं पाण्डेय ज्ञानेन्द्र, निम्नवर्गीय प्रसंग, भाग-1 एवं 2, राजकमल, नईदिल्ली

HIS-SEC-121– Application of History in Tourism and its Management								
Level& Semester	Course code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	HIS-SEC-121	Application of History in Tourism and its Management	4	0	0	4	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 60

1. Learning Objectives:

To conceptualize and understand the role of History in Tourism and Tourism skills

2. Couse Learning Outcomes:

After studying the course students would be able to understand the skills of Tourism by incorporating historical knowledge and in its management

Unit wise Learning Outcomes:

UO 1. After studying the unit students would be able to understand the concept and History of Tourism

UO 2. After studying the unit students would be able to understand the means in History for Tourism promotion in India

UO 3. After studying the unit students would be able to understand the different types and impact of Tourism

UO 4. After studying the unit students would be able to understand different Organizations in the field of Tourism

UO 5. After studying the unit students would be able to understand different manging skills for Tourism and its importance for India

Unit – I: Tourism: Meaning, Nature & Concept, Tourist motivation, Purposes of Travel, History of Tourism: Ancient, Medieval and Modern Period, Impact of World wars on Tourism

Unit – II: Historical Monuments of India, Tourist Sites of India, Religions, Fairs and Festivals of India. Folk Culture of India, Cultural Heritage, Application of History in Tourism

Unit - III: Features of Tourism, Forms of Tourism, Types of Travel and Tourism, components and Elements, Development and Impact

Unit - IV: The Organization of Tourism: Need & Factors, International Organizations- PATA, IFTO, WTTC, IATA, World Tourism Organization- Aims, Objectives, Organs and Function, National Tourist Organization and functions,

Unit –V: Management of Tourism, Tourism Marketing: Concept, Process and Functions
Growth of Modern Tourism in India, Problems and Challenges, Guiding skills and Tourist Guide.

Essential Readings:

1. Bhatia, A.K. Tourism Development: Principles & Practices Sterling, Publishers Private Limited, New Delhi, 2006.
2. Bhatna, A.K.: Tourism in India- History & Development, Sterling Publishers, Private Limited, New Delhi, 1991.
3. वारे एवं नागौरी: पर्यटन में इतिहास का अनुप्रयोग, मध्यप्रदेश हिन्दीग्रंथ अकादमी, भोपाल, 2005.

Suggested Readings:

4. Bhatna, A.K.: Tourism Management & Marketing, Sterling Publishers, Private Limited, New Delhi, 1997.
5. Bhatia, A.K.: International: Fundamental & Practices, Sterling Publishers, Private Limited, New Delhi, 1991.
6. Ram Acharya: Civil Aviation and Tourism Administration in India, National Publishing House, New Delhi 1978.
7. वीरेन्द्र सिंह: मध्य प्रदेश, अरिहंत पब्लिकेशन प्रा.लि., मेरठ, 2008.
8. श्रीवास्तव, बी. के., पर्यटन में इतिहास का अनुप्रयोग, रामप्रसाद एण्ड संन्स, भोपाल, 2021.
9. श्रीवास्तव, बी. के., मध्यप्रदेश में पर्यटन, रामप्रसाद एण्ड संन्स, भोपाल, 2021.
10. श्रीवास्तव, बी. के., पर्यटन का इतिहास विपणन एवं प्रबंधन, नम्यप्रेस, नईदिल्ली, 2021

HIS-DSM-222 History of India (CE 1858 to 1947)								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem II	HIS-DSM-122	History of India (CE 1858 to 1947)	4	0	0	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

Learning Objectives:

To study the role of Social reform movements in removing evils of Society and the birth of nationalism to regain independence

Course Learning Outcomes:

After studying the course students would be able to understand the efforts of Indian leaders and social reformers to generate awareness among the people

Unit-wise Learning Outcomes:

UO 1. After studying the unit students would be able to understand the foreign policy of British government

UO 2. After studying the unit students would be able to understand the colonial intervention towards social Reforms and Social reform movements

UO 3. After studying the unit students would be able to understand the birth of nationalism and role of moderates in politics

UO 4. After studying the unit students would be able to understand the role of Extremists, Revolutionaries and Indian opposition to British Acts

UO 5. After studying the unit students would be able to understand various movements launched by people to free themselves resulting in independence and partition of India

Unit – I: British Government and its control over Indian Administration: Change in the policy government of India, Principles and policies governing foreign relations: British policy towards Afghanistan, Tibet, Burma, Persia.

Unit - II: Colonial intervention and social change: Development of modern education since 1858, Social reform movement: Prarthana Samaj, Arya Samaj, Ram Krishna Mission, Theosophical Society, Aligarh Movement, Anti-caste movements

Unit- III: Rise of Indian Nationalism: Role of Nationalist press in the evolution of political consciousness, Formation of nationalist organization, Establishment of Indian National Congress, Moderates in Indian politics

Unit - IV: Birth of extremists in Indian national movement, their ideologies Partition of Bengal and Swadeshi movement, Revolutionary Movements, Home Rule Movement, Khilafat Movement, Rowlatt Satyagraha, Jallianwallah Bagh Massacre

Unit –V: Non-Cooperation Movement, Civil Disobedience Movement, Round Table Conferences, Poona Pact, Govt. of India act 1935, Peasants Movements in India, Ambari Satyagraha of 1939, Individual satyagraha, Cripps mission, Quit India Movement, Wavell plan, Cabinet Mission, Mountbatten plan and partition of India

Essential Readings:

1. Bipan Chandra, K.N. Pannikar, Mridula Mukherji, Sucheta Mahajan and Aditya Mukherjee, India's struggle for Independence, 1857-1947, Penguin, Delhi, 1996.
2. Bipan Chandra, Communalism in Modern India, Vikas publishing house Pvt. Ltd., Delhi, 1987.
3. बिपिन चंद्र, भारतका स्वतंत्रा संघर्ष, दिल्ली विश्वविद्यालय, हिन्दी प्रकाशन, 1998.
4. रामलखन शुक्ला, आधुनिक भारत का इतिहास, दिल्ली विश्वविद्यालय, 1998.

Suggested Readings:

5. M.K. Gandhi, Autobiography or The Story of My Experiments with Truth, Navjivan, Ahmedabad, 1981.
6. Sanjay Barolia, Gandhi's Movements and Constructive Programmes in Madhya Pradesh, Pranjul, Sagar.
7. बिपिन चंद्र, आधुनिकभारत, अनामिका, दिल्ली, 2002.
8. बिपिन चंद्र, आज़ादी के बाद का भारत, ग्रंथ शिल्पी, 1998
9. बी. एल. गोवर, यशपाल, अल्का मेहता, आधुनिक भारत का इतिहास— एक नवीन मूल्यांकन, एस. चंद एण्ड कंपनी, दिल्ली, 2004

HIS-MDM-221 Freedom Struggle in Bundelkhand (CE. 1858–1961)								
Level& Semest er	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem II	HIS-MDM-221	Freedom Struggle in Bundelkhand (CE. 1858–1961)	6	0	0	6	IA(Mid)-40 EA(End Sem)-60	

Lectures/Hrs. 90

Course Objectives:

- Through this course, students will be able to understand the local elements of the national movement going on at the national level.
- By making the students acquainted with the spread of political consciousness in Bundelkhand, their knowledge can be increased by understanding the regional nature of the national movement.
- By understanding the ongoing efforts to establish democracy in the native princely states of Bundelkhand, students will be able to get acquainted with the local history and know about their freedom fighters and their contribution.

Unit-wise Course outcomes

UO- I From this unit students will be able to know about the Ratona movement at the local level.

UO – II This unit will help the students to understand what was the regional nature and expansion of the national movement.

UO – III From this unit students will be able to know about the Jungle Satyagraha while understanding the regional nature of the Civil Disobedience Movement.

UO – IV From this unit students will be able to understand the extent of the Individual Satyagraha started at the national level.

UO – V From this section students will be able to know the role of Bundeli folklores in developing cultural consciousness at the national level.

Unit – I

Political Consciousness during 1858 to 1920 in Bundelkhand, Ratona Movement of 1920, Causes, Events and Consequences, Role of Bhai Abdulgani and Pt. Makhanlal Chaturvedi in Ratona Movement, Role of News Papers in Ratona Movement.

Unit - II

Non-Cooperation Movement in Sagar: Causes, Events, main freedom fighter who actively took part in the Non-Cooperation movement in Sagar, Jhanda Satyagrah of 1923, Impact of

Chandrashekhra Azad on freedom struggle consciousness of Bundelkhand

Unit - III

Jangle Satyagraha in Sagar, Charan Paduka Massacre at Chhatarpur of 1931, Establishment of Praja Mandal in Bundelkhand, Gandhiji's visit in Bundelkhand.

Unit - IV

Individual Satyagraha at Sagar, Quit India Movement of 1942 at Sagar, Orcha Sewa Sangh and its Movement, Bundelkhand Sewa Sangh

Unit - V

Role of Bundeli folklores in the National and cultural awakening in Bundelkhand Establishment of responsible Government in the native states of Bundelkhand, Role of Sagar in Goa Liberation Movement

Essential Readings:

1. सुरेश मिश्रा, मध्य प्रदेश के रनबंकुरे, स्वराज संस्थान, भोपाल।
2. एग्नीस ठाकुर, महाकौशल में 1857 की क्रांती गॉडफादर प्रिंट सिस्टम, जबलपुर।
3. श्रीवास्तव, बी. के., बुंदेलखण्ड का स्वतंत्रता संघर्ष, डी. के. प्रिंटवर्ल्ड (प्रा.) लि. नई दिल्ली, 2020.
4. भदौरिया, संतोष, बुन्देलखण्ड का स्वाधीनता आन्दोलन और पत्र-पत्रिकाएँ, स्वराज संस्थान संचालनालय, भोपाल, 2008.

Suggested Readings:

5. जय प्रकाश मिश्रा, बुंदेला विद्रोह, स्वराज संस्थान, भोपाल।
6. सुरेश मिश्रा, 1842 के विद्रोही हीरापुर के हिर्देशाह, स्वराज संस्थान, भोपाल।
7. भगवान दास गुप्ता, बुंदेलखण्ड केसरी महाराज क्षत्रसाल बुंदेला, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल।
8. बैसा, सुधा, जंग-ए-आजादी में बुन्देलखण्ड की देशी रियासतें, स्वराज संस्थान संचालनालय, भोपाल, 2008.

HIS-SEC-221 Gandhian Thoughts								
Level& Semest er	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8Sem II	HIS-SEC-221	Gandhian Thoughts	4	0	0	4	IA(Mid)-40 EA(End Sem)-60	

Lectures/Hrs. 60

Learning Objectives:

- This course will help the students to develop an understanding of the theory of Satyagraha, Satya, Ahimsa, and Sarvodaya.
- This course will develop knowledge about the Gandhian Perspective on Skills as a Universal and Primary Requirement, Importance and dignity of Labour
- This course will help in knowing about Gandhi's idea of a 'Constructive Programme' for the economic-social uplift of India.
- By This course Students will be able to study Gandhi's view on machinery, and Gandhi's view on the Cottage industry.

Course Learning Outcomes :

- This course will develop knowledge about the Gandhian vision for Swaraj – "Hind-Swaraj" and Gandhian Perspective on Skills as a Universal and Primary Requirement, Importance and dignity of Labour.

Unit-wise Learning Outcomes :

- UO 1. Will get in-depth knowledge about the Fundamentals of Gandhian Thoughts.
- UO 2. Will get knowledge about the Gandhian Perspective on Skills as a Universal and Primary Requirement, Importance and dignity of Labour (Philosophy of Non-violent Labour)
- UO 3. Will be able to describe the conditions for Gandhi's idea of a 'Constructive Programme' for the economic-social uplift of India.
- UO 4. Will get an understanding of the Gandhian education system: Basic education and Wardha system of education.
- UO 5. Will get in-depth knowledge about Gandhi's view on machinery and big industries, and Gandhi's view on the Cottage industries.

Unit – I

12

Fundamentals of Gandhian Thoughts – "Hind-Swaraj, Satya, Ahimsa, Satyagraha, Sarvodaya.

Unit - II

12

Gandhian Perspective of Skills - Importance and dignity of Labour and Art of living within the limit of the body, Gandhian vision of Geeta for Character building

Unit - III **12**
Gandhian Constructive Programme – Charkha, Khadi, Gram Swaraj, Swadeshi, Achhutoddhar, Ekadas Vrata, Savinaya-Avajna

Unit - IV **12**
Gandhian Education System - Nayee Taleem and Wardha system of education, Gandhian Perspective of Skilled India, Crafts-centric Skillful Education.

Unit – V **12**
Gandhian Economics – Critique of Centralized production, Heavy Machineries and Large industries, Cottage industries and Decentralized Production

Essential Readings:

1. मोहनदास करमचंद गाँधी, हिन्द-स्वराज, नवजीवन, अहमदाबाद ।
2. मोहनदास करमचंद गाँधी, ग्राम-स्वराज, नवजीवन, अहमदाबाद ।
3. मोहनदास करमचंद गाँधी, मेरे सपनों के भारत, नवजीवन, अहमदाबाद ।
4. M.S. Patel, The Educational Philosophy of Gandhi, Navjivan, Ahmedabad.

Suggested Readings:

5. Gopinath Dhawan, Political Philosophy of Gandhi, Navjivan, Ahmedabad.
6. Sanjay Barolia, Gandhian Movements and Constructive Programmes in Madhya Pradesh, Pranjal Publication, Sagar.
7. गोपिनाथ धवन, सर्वोदय तत्व दर्शन जीवन मार्ग, अहिंसा की प्रतिष्ठा और अहिंसक राज्य-व्यवस्था की विवेचना, नवजीवन, अहमदाबाद ।
8. गाँधी विशेषांक हेतु) सनातन गाँधी से संवाद, मध्यभारती, 77 वाँ अंक, जुलाई-दिसम्बर 2019, अतिथि संपादक, पंकज सिंह ।
9. अम्बिका दत्त शर्मा, विश्वनाथ मिश्र, सनातन गाँधी, प्राकृत भारती अकादमी, जयपुर ।