

Guru Kashi University



Master of Arts in History

Session 2023-24

Department of History

Graduate Attributes:

Graduates have comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts. Graduates are effective problem-solvers, able to apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges. Graduates convey ideas and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.

Program Learning Outcomes:

- History is an unending dialogue between past and present.
- To examine the present existing social, political, religious, and conditions of the people.
- The process of the interaction of human beings with themselves and the environment became the bases of the knowledge human experience.
- Although this evaluation process of recognizing the past of society inherent limitations because of variety of forces influencing this process.
- History is important course because it allows us to understand our past is turn allow understanding our present.
- Analyze relationship between the past and the present is lively present history.

Programme Structure							
Semester-1							
Sr. No.	Course Code	Course Title	Course Type	L	T	P	Credits
1	MHI101	History of Punjab (1469-1799)	Core	4	0	0	4
2	MHI102	History of Ancient India from Earliest Times to Gupta Empire	Core	4	0	0	4
3	MHI103	Institutions of Ancient India	Core	4	0	0	4
4	MHI110	Science and Technology During Colonial Time	Technical Skill	2	0	0	2
Discipline Elective (Any one of the following)							
4	MHI108	Indian Art and Architecture	Discipline Elective	3	0	0	3
5	MHI104	History of World (1400-1870 A.D.)					
6	MHI105	History of India from the Gupta's Empire to 1000 A.D.					
Discipline Elective (Any one of the following)							
7	MHI111	Historical Views and Historiography	Discipline Elective	3	0	0	3
8	MHI112	History of the Mughals from 1526 -1605					
9	MHI113	National Movement in India and Constitutional Development (1858-1930)					
Total				20	0	0	20

Semester-2							
Sr. No.	Course Code	Course Title	Course Type	L	T	P	Credits
1	MHI201	History of Punjab (1799-1966)	Core	4	0	0	4
2	MHI202	Sultanate Period(1000-1526)	Core	4	0	0	4
3	MHI212	History of the Mughal Empire and its Downfall (1605-1707 A.D.)	Core	4	0	0	4
4	MHI213	Content Development From Historical Films and TV Shows	Technical Skill	2	0	0	2
5	MHI219	Archives and Museum	Value Added Course	2	0	0	2
Discipline Elective (Any one of the following)							
6	MHI214	Study of Medieval Institutions: Social Culture & Economics	Discipline Elective	3	0	0	3
7	MHI215	Nationalism in India (1857-1947AD)					
8	MHI216	Peasant and Labor Movements in Medieval India					
Discipline Elective (Any one of the following)							
9	MHI217	History of India from (1818-1947)	Discipline Elective	3	0	0	3
10	MHI218	Republic of India (1947- 1964)					
11	MHI205	Women in Modern Indian History					

		Total		22	0	0	22
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Semester 3rd

Sr · No ·	Course Code	Course Title	Course Type	L	T	P	Credits
1	MHI309	Research Methodology	Compulsory Foundation	4	0	0	4
2	MHI310	Research Proposal	Research Based Skill	2	0	4	4
3	MHI311	Ethics & Intellectual Property Rights	Research Based Skill	0	0	4	2
4	MHI312	Service Learning	Community Linkage	0	0	4	2
6	MHI313	Computer Lab	Skill Based	0	0	4	2
7	MHI314	Proficiency in Teaching	Skill Based	2	0	0	2
8	MHI399	xxx	MOOC	-	-	-	4
		Total		8	0	16	20

Semester-4

Sr. No.	Course Code	Course Title	Course Type	L	T	P	Credits
1	MHI401	Dissertation	Research Skill	-	-	-	20
Total				0	0	0	20
Grand Total				50	0	16	82

Evaluation Criteria for Theory Courses

A. Continuous Assessment: [25 Marks]

- i. CA1 Surprise Test (Two best out of three) - (10 Marks)
- ii. CA2 Assignment(s) (10 Marks)
- iii. CA3 Term Paper/Quiz/Presentations (05 Marks)
- iv. Attendance (5 marks)

B. Attendance (5 Marks)

C. Mid Semester Test: [30Marks]

D. End-Semester Exam: [40 Marks]

Semester-I**Course Title: History of Punjab (1469-1799)****Course Code: MHI101**

L	T	P	Cr.
4	0	0	4

Total Hours 60

Learning Outcomes: On successful completion of this course, the Learner will be able to

1. Construct the knowledge among learners about the History of Punjab.
2. Examine the various concepts of history of Sikh Gurus' period.
3. Provide information regarding Political, Economic, Social and Religious Issues during 1469- 1799.
4. Able to assess the social conditions of Punjab.

Course Contents**UNIT-I****15 Hours**

Main Sources of Punjab History upto 1799. Guru Nanak Dev: His teachings and travels, Evaluation of Sikhism (1539-1606 AD), Adi Granth; martyrdom of Guru Arjun Dev; Circumstances leading to it and its impact.

UNIT-II**15 Hours**

Transformation of Sikh Panth (1606-1675AD), Guru Gobind Singh and relation with Hilly Chiefs and Mughals, creation of the Khalsa; causes and its importance.

UNIT-III**15 Hours**

Banda Singh Bahadur; his achievements, causes of his ultimate failures, Political struggle of the Sikhs against Zakariya Khan, Yahiya Khan, Mir Mannu.

UNIT-IV**Hours: 15**

Origin and functions of Dal Khalsa, Ranjit Singh's occupation of Lahore and its importance; his relations with the Sikh Misals.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning

SUGGESTED READINGS

- Sukhdial Singh, *Punjab Da Ithas 1469-1708*, Punjabi University, Patiala, 2000.
- Arora A.C., *History of Punjab*, Sugamya Pustakalaya, 1860.
- Khushwant Singh, *History of the Sikhs, Vol-I*, Oxford, India, 1963.
- Singh Sulakhan, *Heterodoxy in the Sikh Tradition*.
- Grewal, J.S., *Guru Nanak to Maharaja Ranjit Singh*, Manohar, 2007

Course Title: History of Ancient India from Earliest Times to Gupta Empire
Course Code: MHI102

L	T	P	Cr.
4	0	0	4

Total Hours 60

Learning Outcomes: On successful completion of this course, the Learner will be able to

1. Perceive various sources to the study of ancient India.
2. Enhance the knowledge of the learner about ancient India.
3. Know about the development and the achievements of man in the stone Age.
4. Analyze the glory of Indian history in age of Harappan civilization.

Course Content

UNIT-I

15 Hours

Sources of Ancient Indian History, The Stone Age culture of India, the Harappa Civilization, Origin, Characteristics and Decline.

UNIT-II

15 Hours

Early Vedic Age and later Vedic Age, The rise of Mahajanapads

UNIT-III

15 Hours

Jainism and Buddhism, the Mauryan Empire

UNIT-IV

15 Hours

Post Mauryan India; Kushanas and Indo-Greeks, The Gupta Empire

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings:

- *Majumdar, R.C, The Vedic Age, Munshi Ram Manohar, 2010*
- *Thapar, Romila, The Penguin History of Early India; From the Origin to A.D. 1300, Penguin, London, 2002.*
- *Thapar, Romil, Asoka and the decline of the Mauryas, Oxford, Delhi, 2012.*
- *Goyal, S.R, A History of Indian Buddhism, Chicago, 1974.*
- *Singh, Upinder, A History of Ancient and Early Medieval India, 2008*

Course Title: Institutions of Ancient India**Course Code: MHI103**

L	T	P	Cr.
4	0	0	4

Total 60 Hours

Learning Outcomes: On completion of this course, the successful Learner will be able to learn:-

1. Enhance the knowledge of the learner about the back ground of Indian Society.
2. Analyze the Political System and Customs of Indian Societies.
3. Examine the back ground of Social, Culture, Educational System & Position of Women in this time.
4. Explore the condition of women in ancient India.

Course Content**UNIT-I****15 Hours**

Primitive culture, Urbanization, a study of the Harappa culture

UNIT-II**15 Hours**

Origin and growth of caste-system, Varna and Ashrams: position of Shudras, Family organization: marriage; position of Women

UNIT-III**15 Hours**

Educational system, the sixteen Sanskaras and their importance.

UNIT-IV**15 Hours**

Criticism of Brahmanical social institutions, Art, architectural, sculpture and paintings during the Gupta Period.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings:

- *Majumdar, R.C., The Vedic Age, Munshi Ram Manohar, 2010*
- *Thapar, Romila, The Penguin History of Early India; From the Origin to A.D. 1300, Penguin, London, 2002.*
- *Thapar, Romila, Asoka and the decline of the Mauryas, Oxford, Delhi, 2012.*
- *Goyal, S.R, A History of Indian Buddhism, Chicago, 1974.*
- *Singh, Upinder, A History of Ancient and Early Medieval India, 2008*
- <https://www.historydiscussion.net/history-of-india/education/education-in-ancient-india/6275>
- <https://www.yourarticlelibrary.com/women/status-of-women-in-ancient-india/47636>
- <https://www.1hindi.com/history-of-harappa-civilization-in-hindi/>

Course Title: Science and Technology During Colonial Times

Course Code: MHI110

L	T	P	Cr.
2	0	0	2

Total Hours 30

Learning Outcomes: On successful completion of this course, the Learner will be able to:

1. Develop understanding of Astronomy, Mathematics, Engineering and Medicine in Ancient India.
2. Attain adequate knowledge about the use of various technologies in agriculture during the medieval India.
3. Attain the knowledge about the response of India towards the scientific Knowledge and modern Technology.
4. To analyse the contribution of various Indian

Course Content

UNIT-I.

8 Hours

Development in different branches of Science in Ancient India: Astronomy, Mathematics, Engineering and Medicine, Developments in metallurgy: Use of Copper, Bronze and Iron in Ancient India.

UNIT-II

8 Hours

Scientific and Technological Developments in Medieval India; Influence of the Islamic world and Europe; The role of *maktabs*, *madrasas* and *karkhanas* set up. Innovations in the field of agriculture-new crops introduced new techniques of irrigation etc.

UNIT-III

7 Hours

Early European Scientists in Colonial India-Surveyors, Botanists, Doctors, under the Company's Service.

Indian Response to new Scientific Knowledge, Science and Technology in Modern India.

UNIT-IV

7 Hours

Mathematics and Astronomy: Baudhayan, Aryabhatta, Brahmgupta, Bhaskaracharya, Varahamihira, Nagarjuna, Yoga & Patanjali.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings:

- Acharya, P.K., *Dictionary of Hindu Architecture*. London, 1927.
- Bose, D. M., Sen, S.N., and Subbarayappa, B.V.(Eds.), *A Concise History of Science in India*. Indian National Science Academy, New Delhi, 1971.
- Chatterji, Sunm Kumar (E d.), *The Cultural Heritage of India*. Vol. V. *The Ramakrishna Mission Institute of Culture, Calcutta, 1978*.
- Chattopadhyaya, Debiprasad (Ed.), *Studies in the History of Science in India (2Vols.)*. Editorial Enterprises, New Delhi, 1982.
- Dampier, W.C., *History of Science and its Relations with Philosophy and Religion*. 4th Edn. Cambridge, 1961.
- Forbes, George, *History of Astronomy*. Watts & Co., London, 1909.
- Forbes, R.J., *Metallurgy in Antiquity*. Leyden, 1950.
- Haldane, J.B.S., *Science and Indian Culture*. New Age Publishers Pvt. Ltd., Calcutta, 1965.

Course Title: Indian Art and Architecture**Course Code: MHI108**

L	T	P	Cr.
3	0	0	3

Total Hour 45

Learning Outcomes: On successful completion of this course, the Learner will be able to:

1. Develop the understanding about the origin of Indian architecture.
2. Analyze the origin of Indian Art.
3. Examine the features, styles, buildings in Indian context.
4. Investigate sources of Inspiration architecture

Course Content**UNIT-I****10 Hours**

Early Forms of Architecture settlement patterns

Proto-historic architecture with emphasis on Harappan town planning

UNIT-II**10 Hours**

Building the rule of the early Mauryan dynasty, wooden origins, and sources of Inspiration of Mauryan Architecture: Foreign and Indigenous. Emergence and Development of Structural Stupa Architecture

UNIT-III

10 Hours

Rock-cut architecture, Temple architecture Emergence and Development of Temple Architecture A. Origin of Tem

UNIT-IV

15 Hours

Architecture- Theoretical aspects, Archaeological remains of structural temples, Style of Temple Architecture: Nagara, Dravida and Vesara, Evolution of the Temple Architecture.

Early Indian Sculpture, Early Indian Painting.

Suggested Readings:

1. Munshiram Manoharlal. Puri, B. B., *Vedic Architecture and Art of Living*, VastuGyan Publication, 1995.
2. Fergusson, James and James Burgess (reprint). *The Cave Temples of India*, New Delhi, MunshiramManoharlal, 2000.
3. Ghosh, A.:Jaina, *Art and Architecture (Vol 1-3)*, New Delhi: Bharatiya Jnanapith,1974.
4. Hawkes, J. and Akira Shimada (ed.), *Buddhist Stupas in South Asia*, New Delhi, Oxford University,2009.
5. Huntington, Susana. L. with John Huntington, *The Art and Architecture of India*, New York, Weatherhill, 1985
6. Goetz, Hermann, *India: five thousand years of Indian art*, Vol. 1. London: Methuen, 1964.
7. Craven, Roy C, *Indian Art: A Concise History*, Thames and Hudson, 2006.

Websites:

https://www.academia.edu/31801972/History_of_Architecture

<http://www.ancientgreece.com/s/Art/>

https://buddiess.weebly.com/uploads/3/9/6/5/39652708/hindu_architecture_1_vedic_2_.pdf

https://www.indianetzone.com/42/art_vedic_period.htm

**Course Title: History of the World
(1400-1870)
Course Code: MHI104**

L	T	P	Cr.
3	0	0	3

Total Hours: 45

Learning Outcomes: On successful completion of this course, the Learner will be able to:

1. Enhance the knowledge of the learner about History of World.
2. Provide information about renaissance era of Europe.
3. Provide information regarding back ground of political revolutions.
4. Justify the causes and effects of social reforms.

Course Content

UNIT-I

10Hours

Renaissance & Reformation, Glorious Revolution 1688 AD in England;
Causes and its impacts.

UNIT- II

10 Hours

American Revolution, French Revolution (18thcentury), Napoleon Era,
Congress of Vienna; its aims; principals &works.

UNIT-III

10 Hours

Concert of Europe, Estimate of its work, Metternich System, Home &Foreign
Policy 19th Century French Revolutions (1830 &1848)

UNIT-IV**15 Hours**

Industrial Revolution (in specially England), Socialist and Labour movements in Europe, Growth of Nationalism in Europe: Unification of Italy and Germany.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings

- *Will Durant, The Reformation, Oxford, 1970.*
- *Wood Ward, History of United States, Atlantic, Darya Ganj, New Delhi, 2006.*
- *Lucas Henry S, The Renaissance and Reformation, Oxford, 2012*
- *Leo Gershoy, French Revolution and Napoleon, E-Artnow, 2019.*
- *John AGarraty&, A History of the World 1789-1957 Vol-III, Harper and Row, London, 1972.*
- *S A Pakeman, The Modern World 1789-1957, Jain and Mathur, Dehli, 2015*

Course Title: History of India from the Gupta's Empire to 1000 A.D.

Course Code: MHI105

L	T	P	Cr.
3	0	0	3

Total Hours: 45

Learning Outcomes: On completion of this course, the successful Learner will be able to learn:-

- 1 Enhance the knowledge of the learner about Historical structure of Ancient India.
- 2 Analyse the various concepts, functions and working system in Ancient India.

- 3 Examine relationships of different kingdoms of Ancient India.
- 4 Able to understand the genesis of history and development of history writing in different country as well as in India.

Course Contents

UNIT-I

10 Hours

The Decline of the Gupta Empire, The later Gupta's with special reference of Harsh Vardhan and his times.

UNIT-II

10 Hours

Mahmud Bin Qasim, the Pratihar dynasty; the origin and their Political conditions, The Palas and Rashtarkutas dynasties.

UNIT-III

10 Hours

The origin and brief history of the Pallavas and Pandya Dynasties, The Chalukayas; their origin and their political achievements

UNIT-IV

15 Hours

Cholas dynasty; administration, architecture their political and social conditions, The Rajput's origin, political administration, feudalism and their revenue system

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings

- Majumdar, R.C., *The Vedic Age*, Munshi Ram Manohar, 2010
- Thapar, Romila, *The Penguin History of Early India; From the Origin to A.D. 1300*, Penguin, London, 2002.
- Thapar, Romila, *Asoka and the decline of the Mauryas*, Oxford, Delhi, 2012.
- Goyal, S.R, *A History of Indian Buddhism*, Chicago, 1974.
- Singh, Upinder, *A History of Ancient and Early Medieval India*, 2008
- <https://www.thoughtco.com/the-chola-empire-195485>
- https://www.ancient.eu/Gurjara-Pratihara_Empire/
- <https://www.indianmirror.com/dynasty/pallavadynasty.html>
- https://www.ancient.eu/Rashtrakuta_Dynasty/

Course Name: Historical Views and Historiography

Course Code: MHI111

L	T	P	Cr.
3	0	0	3

Total Hours: 45

Learning Outcomes: On successful completion of this course, the Learner will be able to

- 1 Discuss the nature concept theories of History.
- 2 Analyze the various research methods.
- 3 Relate the relationship with various courses.
- 4 Assess the knowledge of the Learner Historical thoughts and Historiography.

Course Contents

UNIT-I

10 Hours

Definition and Nature of History Scope and Purpose of History

UNIT-II

10 Hours

Causation in History, Objective in History: History and other disciplines: Economics, Political Science, and Psychology.

UNIT-III

15 Hours

History and Auxiliary Sciences: Sociology, Geography, Literature, Greek Historical Thought: Herodotus

UNIT-IV

10 Hours

Roman Historical Thought: Tacitus. Marxist Historical Thought: Karl Marx.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings

- *SK Bajaj, History: Its Philosophy, Theory and Methodology, Lotus Press, Bombay, 2001.*
- *Sheikh Ali. B, History: Its Theory and Method, Castle Printers, Jaipur, 1998.*
- *WH Walsh, The Philosophy of History, Oxford Press, New Delhi, 2006.*
- *RG Collingwood, Idea of History, Curzon Press, Calcutta, 1996.*
- *Anderson, Darston, Thesis and Assignment Writing & Poole, Cambridge Press, Cambridge University, 2001.*

Course Title: History of Mughals from 1526-1605

Course Code: MHI112

L	T	P	Cr.
3	0	0	3

Total Hours: 45

Learning Outcomes: On completion of this course, the successful Learner should be able:

1. To enhance the knowledge of the learner about History of Mughals.
2. To analyse the various Social & Political concepts and functions working during the Mughals period
3. To examine the Administrative and Economic development in this period
4. To make relationship among various societies.

Course Content**UNIT-I****Hours 10**

Sources of Mughal Indian History with special reference to Tuzk-i-Baburi, Akbarnama, Muntkwal-ul-Twarikh. Socio-Political condition of India on the eve of Babur's invasion

UNIT-II**Hours 10**

Babur's character and personality, Babur as an Empire builder (with special reference to battles of Panipat and Kanwaha). Humayun: Humayun's relations with Bahadur Shah and Sher Shah.

UNIT-III

Hours 10

Blunders committed by Humayun; Causes of Humayun's expulsion from India and the factors which subsequently made his restoration of power. Sher Shah: Administration and Reforms (Central Administration, local administration, judicial and police systems, public reforms, Sher Shah as the fore-runner of Akbar).

UNIT-IV

Hours 15

Akbar: Rise and fall of Bairam Khan; NWF, and Deccan policies, estimate of Akbar (Character and personality). Rajput and religious policy; factors and forces that influenced his religious policy, measures to conciliate the Hindus, and Din-i-Ilahi.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings

- Saksena, Banarasi Prasad, *History of Shah Jahan of Delhi*, Oxford Press, New Delhi, 1995.
- Abdul Aziz, *Mansabdari System*, BansiLal Press, Bombay, 1992.
- Irvine, *Army of the Indian Mughals*, Goenka press, Ranchi, 1998.
- Sharma, Sri Ram, *Religious Policy of the Mughal Emperors*, Lotus Press, New Delhi, 1990

Course Title: National Movement in India and Constitutional Development (1858-1930)**Course Code: MHI113**

L	T	P	Cr.
3	0	0	3

Total Hours 45

Learning Outcomes: On completion of this course, the successful Learner should be able:

1. Examine the knowledge of learner about the Modern India.
2. Analyze the causes and effects of National movements.
3. Justify the role of M.K. Gandhi in Indian Movement.
4. Evaluate Constitutional development during the freedom Movement.

Course Content**UNIT-I****10 Hours**

Queen's Proclamation of 1858: Government of India Act – 1858, Indian Councils Acts, 1861, 1892, Indian Nationalism, the genesis of the Indian National Congress; its aims and objectives methods and demands up to 1905, British reaction and response.

UNIT-II**15 Hours**

Rise of the Extremism: Estimate of their work and Surat Split: Muslim League, Minto- Morley Reforms 1909, Revolutionaries Movements in India; The Ghadar Movement, Home Rule Movement (1915-1918, Role of Tilak and Annie Besant); Lucknow Pact of 1916.

UNIT-III**10 Hours**

Mahatma Gandhi's Idea of Nationalism, Government of India Act 1919.

UNIT-IV**10 Hours**

Agitation against Rowlatt Bills; JallianwalaBagh Massacre and its impact; Khilafat Movement; Non Co-operation Movement, Simon

Commission and Its Reaction; Jinnah's 14 points.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings:

- B.R. Nanda, *Making of a Nation: Independence*, Harper-Collins, New Delhi, 1998
- Bisheshwar Prasad, *Bondage and Freedom*, Rajesh Pub. New Delhi, 1977.
- Kulke H. and D., *History of India Australia*, Kruk Helkms, 1986.
- Judith Browne, *Modern India, Rise of an Asian Democracy*, Delhi, 1984.
- Bipan Chandra, *India Struggle for Independence* Delhi, Penguin, 1996).
- <https://www.britannica.com/place/India/Government-of-India-Act-of-1858>
- <https://byjus.com/free-ias-prep/ncert-notes-indian-councils-act-1861/>
- <https://byjus.com/free-ias-prep/ncert-notes-government-of-india-act-1919/>
- <https://byjus.com/free-ias-prep/ncert-simon-commission/>

Semester 2nd

Course Title: History of Punjab (1799-1966)

Course Code: MHI201

L	T	P	Cr.
4	0	0	4

Total Hours: 60

Learning Outcomes: On successful completion of this course, the Learner will be able to

1. Enhance the knowledge of the learner about the History of Punjab.
2. Examine the various concepts of Ranjit Singh's period.
3. Provide information regarding Political, economic, socio and religious movements during that time
4. Enhance the knowledge about British rule

Course Content

UNIT-I

15 Hours

Ranjit Singh; his relation with Afghan, Conquests of Attak, Multan, Kashmir & Peshawar, Relation between Ranjit Singh & the British; Treaty of Amritsar (1809) and Sind Tangle & Tripartite Treaty, Civil & Military administration of Ranjit Singh.

UNIT-II

15 Hours

Anglo Sikh Wars & the Annexation of Punjab. Administration of Punjab (1849-1858), Board of Administration & its working, Sir John Lawrence as a Chief Minister.

UNIT-III

15 Hours

Socio Religions reforms movement in the late 19th Century; Kuka movement, Singh Sabha Movement, AryaSamaj, Land marks in freedom struggle of the Punjab: Agrarian unrest 1907, Ghadar Movement, JallianWalaBagh, Gurdwara Reforms Movement, NaujawanSabha.

UNIT-IV

15 Hours

Factor leading to the partition of Punjab & its impact, Circumstances leading to the Re-Organization of the Punjab in 1966.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings:

- Sukhdial Singh, *Punjab Da Ithas 1469-1708*, Punjabi University, Patiala, 2000.
- Arora A.C, *History of Punjab*, Sugamya Pustakalaya, 1860.

- Khushwant Singh, *History of the Sikhs*, Vol-I, Oxford, India, 1963.
- Grewal, J.S., *Guru Nanak to Maharaja Ranjit Singh*, Manohar, 2007.
- 5. Singh Sulakhan: *Heterodoxy in the Sikh Tradition*, Guru Nanak Dev University, Amritsar, 1999.

Course Title: Sultanate Period (1000-1526)

Course Code: MHI202

L	T	P	Cr.
4	0	0	4

Total Hours: 60

Learning Outcomes: On successful completion of this course, the Learner will be able to

1. Enhance the knowledge of the learner about history of Delhi Sultanate.
2. Analyze the various Social & Political concepts and functions working during the Delhi Sultanate.
3. Examine the market system and economic development in this period.
4. Make the relationship among various Societies.

Course Contents

UNIT-I

15 Hours

Sources of the History of the Sultanate period with special reference to Alberuni's India, Barni's Tarikh-i-Ferozshahi and travels of Ibn Batuta, Political condition of India in 1000 A.D; Invasions of Mahmud Ghazni and Muhammad Ghori. Consideration of the Turkish rule under the Slave Rulers with special reference to the measures taken by Iltutmish and Balban

UNIT-II

15 Hours

Rise of Khaljis; JalaluddinKhalji, Economic and Military Reforms of AlauddinKhalji, Alauddin's Deccan Policy, Rise of Tughlaqs: Career, conquests and Administration of Ghyas-ud-din Tughlaq; Mohammad Tughlaq's experiments.

UNIT-III

15 Hours

Administrative policies of FerozTughlaq; Invasion of Timur and its effects; factors responsible for the downfall of Tughlaq dynasty, Rise of Lodi's; Lodi Polity; Fall of Delhi Sultanate

UNIT-IV

15 Hours

Administrative structure of Delhi Sultanate; Central and local Administration, Law and Justice, Army organization, Nature of the State under the Delhi Sultans.Bahmani and Vijaynagar Kingdoms.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings:

- Nazim, Muhammad, *Life and Times of Sultan Mahmud of Ghazni*. LajpatPublishers,New Delhi, 2001
- Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Mehta Publishing House, Jalandhar, 2005
- Lal, K.S.,*History of the Khaljis*,KasturiLal Publishers, Meerut, 1998
- Tripathi, R.S.*Some Aspects of Muslim Administration*,Kanha Publishers, Meerut, 1990.
- Hussain, Mahdi, *Rise and fall of Muhammad Bin Tughluq*, BansiPrakashan, New Delhi, 1995.

L	T	P	Cr.
4	0	0	4

Course Title: History of Mughal Empire and its Downfall (1605-1707 A. D.)

Course Code: MHI212

Total Hours 60

Learning Outcomes: On successful completion of this course, the Learner will be able to

- 1 Assess knowledge of the learner about History of Mughals.
- 2 Evaluate the various Social & Political concepts and functions working During the Mughals Period.
- 3 Analyze the Administrative and Economic development in this period.
- 4 Make relationship among various Societies.

Course Content

UNIT-I

15 Hours

Jahangir; NurJahan's Influence on Administration; Mewar Policy, Foreigners at the Court of Jahangir, Tuzk-I-Jahangiri, ShahJahan: Central Asian Policy: Deccan Policy; Law of succession under the Mughals and the war of succession among the sons of Shah Jahan; A critical assessment of his reign.

UNIT-II

10 Hours

Maasir-i-Alamgiri, Religious Policy; Rajput Policy; Deccan Policy; and N.W.F. Policy of Aurangzeb, Aurangzeb's ideal of kingship, his responsibility for the decline of the Mughal Empire.

UNIT-III

10 Hours

Shivaji: Causes of the rise of Maratha power: Shivaji's relations with Bijapur and Mughals, Administration of Shivaji: Character and Personality.

UNIT-IV**10 Hours**

Mughal administration: Central and Provincial Administration, Judicial System, Military Organization and Mansabdari System, Weakness of the Mughal Empire before 1707.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings:

- *Sharma, S.R., Mughal Empire in India, Shudhi Publications, Dehradun, 1992.*
- *Tripathi, R.P., Rise and Fall of the Mughal Empire, Mehta Prakashhhan, Ludhiana, 2006*
- *Lanepoole, S., Babur (Ruler of India), Lajapt publications, New Delhi, 2003.*
- *Awasthi, R.S., Mughal Emperor Humayun, Kanha Publications, Meerut, 1999.*
- *BeniParsad, History of Jahangir, MotiLalPrakashan, New Delhi, 2001.*

Course Name: Content Development from Historical Films and TV Shows

Course Code: MHI213

L	T	P	Cr.
2	0	0	2

Total Hours 30

Learning Outcomes: On successful completion of this course, the Learner will be able to

1. Enhance the knowledge of the learner about content development from historical movies.
2. Analyze the importance of historical events shown through various movies.

3. Examine the importance of various TV show which are relevant to historical events
4. Make the student able to go beyond the traditional approach of reading books and analyses the historical events critically through historical movies and TV Show.

Course Content

UNIT-I

8 Hours

Early communication system in India Oral Communication Introduction to Traditional Media and its Types Characteristics of Traditional Media Traditional Media and Society

UNIT-II

7 Hours

History of Print Media in India Journalism as Mission and Profession Modern Journalism New Trends in Print Media

UNIT-III

8 Hours

History of Television in India, Doordarshan Organization and Structure
3. Growth and Development Private TV Channels in India 4. DTH, IPTV 5. Strength and Limitations of TV

UNIT-IV

7 Hours

History of World Cinema, The Golden Era of Indian Cinema, Regional Cinema, Parallel Cinema, Commercial Cinema: A Brief Introduction

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings:

- Donnelly, D. (2013) 'Teaching history using feature films: Practitioner acuity and cognitiveneuroscientificvalidation'. *International Journal of Historical Le*

- arning, *Teaching and Research*, 12(1), 16–27.
- Donnelly, D. (2014a) 'Using feature films in teaching historical understanding: Research and practice'. *Agora*, 49(1), 4–12.
 - Rosenstone, R.A. (2001) 'The historical film: Looking at the past in a postliterate age'. In Landy, M. (ed.) *The Historical Film: History and memory in media*. New Brunswick, NJ: Rutgers University Press, 50–66.
 - Rosenstone, R.A. (1995) *Vision of the Past: The challenge of film to our idea of history*. Cambridge, MA: Harvard University Press.
 - O'Connor, J.E. (1990) *Images as Artifact: The historical analysis of film and television*. Malabar, FL: Robert E. Krieger.
 - Metzger, S.A. (2010) 'Maximizing the educational power of history movies in the classroom'. *The Social Studies*, 101(3), 127–36.
 - Donnelly, D. (2014a) 'Using feature films in teaching historical understanding: Research and practice'. *Agora*, 49(1), 4–12.

Course Name: Study of Medieval Institutions: Social Culture & Economics

Course Code: MHI214

L	T	P	Cr.
3	0	0	3

Total Hours 45

Learning Outcomes: On completion of this course, the successful Learner should be able:

- 1: Examine the knowledge of learner about the Medieval India.
- 2: Analyze the agrarian history of medieval India like, Iqta system, Jagirdari system etc.
- 3: Scrutinize the religious policy of Mughals and its impact on the Indian society.
- 4: Evaluate the trade system under Mughals.

Course Content

Unit-I

15 Hours

Sources of revenue of the State and land revenue system under the Mughals, Land Revenue System under the Mughals with special reference to the periods of Akbar and Aurangzeb.

UNIT-II

10 Hours

Iqta and Jagirdari System in Medieval India, Agrarian system and land rights: subsistence pattern of agriculture; rural markets, organization of village community.

UNIT-III

10 Hours

Religious policy of the Mughals with special reference to Akbar and Aurangzeb, Art and Architecture under the Mughals

UNIT-IV

10 Hours

Monetary System under the Mughals, Organization and pattern of trade and industry during the Mughal period

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning

Suggested Readings:

- Sharma, S.R., *Mughal Empire in India*, Shudhi Publications, Dehradun, 1992.
- Tripathi, R.P., *Rise and Fall of the Mughal Empire*, Mehta Prakashhan, Ludhiana, 2006
- Lanepoole, S., *Babur (Ruler of India)*, Lajapt publications, New Delhi, 2003.
- Awasthi, R.S., *Mughal Emperor Humayun*, Kanha Publications, Meerut, 1999.
- BeniParsad, *History of Jahangir*, MotiLalPrakashan, New Delhi, 2001.
- <https://www.amu.ac.in/emp/studym/100000169.pdf>
- <https://www.britannica.com/topic/jagirdar-systema>

- <https://www.jagranjosh.com/general-knowledge/mughal-administration-key-features-structure-1445427511-1>
- <https://www.britannica.com/art/Mughal-architecture>

Course Title: Nationalism in India (1857-1947)

Course Code: MHI215

L	T	P	Cr.
3	0	0	3

Total Hours 45

Learning Outcomes: On successful completion of this course, the students will be able to

1. Discuss the knowledge of how nationalism was a creative force for building world order
2. Evaluate the knowledge about the concept of nationalism in modern era.
3. Invent the learners' knowledge about various theories' about Nationalism.
4. Evaluate the social and economic basis of Nationalism.

Course Content**UNIT -1****15 Hours**

Theories of Nationalism, Concepts of Nationalism

UNIT-II**10 Hours**

Rise of Indian Nationalism, Social and Economic Basis of Nationalism

UNIT -III**10 Hours**

Varieties of Nationalism in India: Muslim, Hindu, Secular, Communist or Marxist Nationalism

UNIT-IV**10 Hours**

Nation and State in India, Regional Nationalisms in India

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning

Suggested Readings:

- Chandra, Bipan. *India since independence.*
- Das, Suranjan. *Communal riots in Bengal, 1905-1947.*
- Metcalf, Barbara D. *Islamic Revival in British India: Deoband, 1860-1900.*
- Shahid Amin, 'Agrarian Base of Nationalist Agitations in India: An Historiographical Survey' in D.A. Lowed., *The Indian National Congress, Delhi.*

Course Title: Peasant and Labour Movements in India**Course Code: MHI216**

L	T	P	Cr.
3	0	0	3

Total Hours: 45**Learning Outcomes:** On successful completion of this course, the Learner will be able to

- 1 Asses the cause of Peasant Movements in India.
- 2 Examine the effect of Peasant Movements in India.
- 3 Evaluate Social condition of Indian Peasant
- 4 Scrutinize the Economic conditions of Indian Peasant.

UNIT-I

10 Hours

History of Peasants in India: Sources and Approaches of the Peasant Studies, Peasantry in Indian Society – Various Classes and Communities

UNIT-II

15 Hours

Exploitation of Peasants by Pre-Colonial and Colonial States with Special Reference to the Land Revenue Systems and Explanations of Peasant Unrest in India, Peasant Movements in Medieval India: Revolts of Satnamis, Marathas, Sikhs and Jats; Peasant Revolts against Colonialism: Pabna Indigo Uprising, Deccan Riots, Kuka Movement and Revolts of Tribal Peasants

UNIT-III

10 Hours

Indian Freedom Movement and the Peasant Upsurge: Champaran Satyagraha; Khera Satyagraha; Mapilla Uprising; Bardoli Satyagraha, Left Parties and Peasant Straggles.

UNIT-IV

10 Hours

Peasant Movements in Modern India: Bijolia Kisan Movement; Movements of the Provincial Kisan Sabhas and All India Kisan Sabha, Peasants in Electoral Politics with Special Reference to Punjab and Bangal, Tebhaga Movement; Telangana Movement.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

SUGGESTED READINGS

- Bose, Sujata, Peasant, *Labour and Colonial Capital: Rural Bengal*, B.R. Publishing House, New Delhi, 1994.

- Dale, S. *Islamic Society on the South Asian Frontier: The Mopillas of Malabar 1498-1922*, Oxford Press, New Delhi, 1989.
- Desai, A.R., *Peasant Struggle in India*, BansiLal Publications, Jalandhar, 1995.
- 'Pardeshi, Pratima, *Dr.AmbedkarAniStrimukti*, SavitraBaiParkashan, Pune, 1998.
- Jana Matson, *Women and Social Change in India*, Heritage Publishers, New Delhi, 1979

Course Title: History of India from (1818-1947)

Course Code: MHI217

L	T	P	Cr.
3	0	0	3

Total Hours: 45

Learning Outcomes: On completion of this course, the successful Learner will be able to learn:-

1. Review the knowledge of the learner about the Modern India.
2. Analyze the causes and effects of National movements.
3. Constitutional development during the freedom movement.
4. Justifying and describe social religious reform movements.

Course Content

UNIT-I

10 Hours

Significance of the year 1818, The Russian danger and its impact on Indian situation; Policy towards Princely States of India (1818-1947).

UNIT-II

15 Hours

Foreign Policy of the Government of India, 1853-1919, Policy towards, Afghanistan, Relations with Iran, Relations with Tibet, Administrative and judicial reforms under the Company's Rule (1818-1857) with special reference to the reforms of Lord William Bentick and Lord Dalhousie

UNIT-III**10 Hours**

End of East India Company's monopoly of trade; Charter Act, 1833 and Charter Act, 1853, The Rising of 1857; Causes, nature and effects; New trends in administration (1858-1919)

UNIT-IV**10 Hours**

Impact of Western Ideas on society and religion; Brahmo Samaj, Arya Samaj, Aligarh and Singh Sabha Movements, Growth and Development of New Education; Growth of Press, Trade and Industries, Fiscal & Famine Policies.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings:

- *Misra, B.B., Administration History of India, 1824-1947, Kanha Publications, Meerut, 1990*
- *Swinson, Arthur, North West Frontier, Oxford Press, New Delhi, 1997.*
- *Majumdar, R.C., The Sepoy Mutiny and Revolt of 1857, Kasturi Lal publications, Jalandhar, 1999.*
- *Sen, S.N., Eighteen Fifty Seven, Mansi Prakshan, Raipur, 1993*
- *Gopal, S., British Policy of India, 1853-1905, Meenakshi Prakshan, Jaipur, 1990*
- *Sekhar Bandyopadhyay, From Plassey to Partition : A History of Modern India, Orient Blackswan Private Limited, New Delhi, 2014.*

Course Title: Republic of India (1947-1964)**Course Code: MHI218**

L	T	P	Cr.
3	0	0	3

Total Hours 45

Learning Outcomes: On completion of this course, the successful Learner should be able:

- 1 Discuss the knowledge of the learner of Post-Independent.
- 2 Examine the various concepts, functions working under History system.
- 3 Categorize the causes and effects of Partition of India.
- 4 Evaluate the History of Indian Constitution.

Course Contents

UNIT-I

10 Hours

Independence, Partition and Rehabilitation of the Displaced People
Making of the Republican Constitution and its Characteristics.

Unit-II

10 Hours

Problem of Kashmir; Integration of the Princely States; Linguistic Reorganization of States, Economic Planning; Social Legislation: Hindu Code Bill and its Corollary Acts

UNIT-III

10 Hours

Law for Scheduled Castes and Scheduled Tribes, Socio-Economic Change in Urban and Rural

UNIT-IV

15 Hours

Foreign Policy: India and the Non-Aligned Movement, Indo-Pak, Relations; Sino- Indian Relations; India's Relations with the U.S.A. and the U.S.S.R, Growth of the Parliamentary Democracy: National Political parties;

Electoral Politics at the National Level; Centre-State Relations; Democratic Decentralization

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Text Books

- Balbushevik, A. & A. M. Dyakov *A Contemporary History of India*, Orient Press, New Delhi, 1998.
- Basu, D.D., *Shorter Indian Constitution*, Oxford Press, New Delhi, 1993.
- Bethlehem, Charles, *India Independent*, Cambridge Press, Colombia, 1997.
- Bose, Sumandra, *The Kashmir Problem*, Kasturi Lal Publications, Jalandhar, 1989.
- Brass, Paul R., *The Politics of India Since Independence*, MeenakshiPrakashan, Jaipur, 1995

Course Title: Women in Modern Indian History

Course Code: MHI205

L	T	P	Cr.
3	0	0	3

Total Hours 45

Learning Outcomes: On completion of this course, the successful Learner should be able:

1. Provide the knowledge to learner about the women in Indian History.
2. Analyze the Political, Social & Cultural position of women in India.
3. Implement the Social reforms related to women empowerment.
4. Prepare the Learner about Gender Studies.

Course Content

UNIT-I

10 Hours

Sources of women's History in India; Approaches of Gender Studies, Indian Social Order and Women.

UNIT-II

10 Hours

Women under Colonialism: Conditions in Pre-Colonial Period, Awakening among Women – Modern Education, New Opportunities and New Social Order.

UNIT-III

10 Hours

The British Social Policy: Measures against Social Evils; Change in Legal Status: Grant of Civil and Property Rights, Reform Movements and Women: Brahmo Samaj; Arya Samaj; Satya Shodhak Samaj; Prarthana Samaj; Aligarh Movement; Depressed Class Movement.

UNIT-IV

15 Hours

Women, Mass Movements and 'Liberation': Gandhian Movements; Revolutionary Movement; Left and Working Class Movements, Rise of Feminist Movement: Founding of All India Women's Conference, Role of Women Pioneers; Indian Constitution and Gender Justice; Social Legislation for Women– Hindu Code Bill and its corollary Acts

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings:

- *Agnew, Vijay, Elite Women in Indian Politics, Bansal Press, Jaipur, 2001.*
- *Altekar A.S., The Position of Women in Hindu Civilization, KasturiLal Publishers, Jalandhar, 2005.*

- Basu, D.D., *Shorter Indian Constitution* Chakravarti Uma, Ram Lal Publications, New Delhi, 2001.
- KumkumRoy" *Breaking out of Invisibility: Re-Writing the History of Women in Ancient India*" in Kleinberg S. Jay, *Retrieving Women's History: Changing Perceptions of the Role of Women in Politics and Society*, Vidya Prakashan, Jaipur, 1993.

Semester-3rd

Course Title- Research Methodology

Course Code-MHI309

L	T	P	Cr.
4	0	0	4`

Total Hours 60

Learning Outcomes:

On successful completion of this course, the Learner will be able to:

1. Develop understanding of various kinds of research, objectives of doing research, research process, research designs and sampling.
2. Attain adequate knowledge on measurement & scaling techniques as well as the quantitative data analysis.
3. Make use of Statistical packages such as SPSS/MATLAB for calculations.
4. Measure the testing of hypothesis by analysing data.

Course Content

Unit-1

15 Hours

Objectives of Research, Research types, Research methodology, Research process- Flow chart, Selection of research problem, Nature, Purpose and scope of History: Science or art.

Unit-II

15 Hours

Difficulties & need of objectivity in History, Historical Fallacies re-writing of History, Bias in History.

Unit-III

15 Hours

Availability & search of material, categories of sources, Problem of authenticity and veracity and interpretation of text (External and Internal Criticism).

Unit-IV

15 Hours

History in relation with sociology, Economics, Geography, Political Science, Psychology and Literature, Meaning and concept of causation in History, importance and causes of Bias in History.

Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning

Suggested Readings:

- *Ahuja Ram, Research Methods, Rawat, Jaipur, 2007.*
- *Carr, E.H. What is History?, Pelican Paperback, London, 2001*
- *Clark G. Kitson, The Critical Historian, Heinemann, London, 1967*
- *Collingwood, R.G., Idea of History, Oxford Paperback, London, 1936*
- *Gardiner, Patrick, The Nature of Historical Explanation, Oxford University Press, Oxford, 1978*
- *Jaspal Singh, Methodology and Techniques of Social Research, Kanishka, New Delhi, 2000.*
- *Lemon, MC, Philosophy of History : A Guide for Learner, Taylor and Francis, New York, 2003*

Course Title: Research Proposal

L	T	P	Credits
1	1	4	4

Course Code: MHI310**Learning Outcomes**

After completion of this course, the learner will be able to:

1. draft the research proposal
2. formulate the hypothesis for the research proposal
3. interpret and review newspaper or magazine articles on topics of the contemporary interest
4. design and plan the research dissertation and project

Course content

Under the supervision of Guides, Students will undertake all the steps of writing a research proposal to finalize and submit the research synopsis. The students will submit the dissertation in the month of March.

Suggested Readings

- Creswell, J. W. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications.
- Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2013). *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals*. Thousand Oaks, CA: Sage Publications.
- Krathwohl, D. R., & Smith, N. L. (2005). *How to Prepare a Research Proposal: Guidelines for Funding and Dissertations in the Social and Behavioral Sciences*. Syracuse, NY: Syracuse University Press.
- Punch, K. F. (2016). *Developing Effective Research Proposals*. Thousand Oaks, CA: Sage Publications.
- Procter, M., & Williams, H. (2016). *Writing Skills for Social Workers*. Los Angeles, CA: Sage Publications.
- Torgerson, C. J. (2005). *Successful Grant Writing: Strategies for Health and Human Service Professionals*. New York, NY: Springer Publishing Company.
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods*. Thousand Oaks, CA: Sage Publications.
- O'Leary, Z. (2017). *The Essential Guide to Doing Your Research Project*. Thousand Oaks, CA: Sage Publications.
- Oliver, P. (2010). *Writing Your Thesis*. Thousand Oaks, CA: Sage Publications.

- *Saunders, M., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students. Harlow, UK: Pearson Education.*

Course Title: Ethics & IPR

Course Code-MHI311

L	T	P	Cr.
2	0	0	2`

Course Content

UNIT-I

15 Hours

Ethics: definition, moral philosophy, nature of moral judgements and reactions, scope, Ethics with respect to science and research, Intellectual honesty and research integrity Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) Redundant publications: duplicate and overlapping publications, salami slicing, Selective reporting and misrepresentation of data, Publication ethics: definition, introduction and importance

UNIT-II

15 Hours

Introduction to Intellectual Property rights: Concept & theories, Kinds of intellectual Property Rights, Advantages & Disadvantages of IPR, Development of IPR in India, Role & Liabilities of IPRs in India. Rights of trademark-kind of signs used as trademark-types, purpose & functions of a trademark, trademark protection, trademark registration, selecting and evaluating trade mark, trade mark registration process.

Course Title: Service Learning

Course Code-MHI312

L	T	P	Cr.
2	0	0	2`

Course Title: Computer Lab
Course Code-MHI313

L	T	P	Cr.
2	0	0	2`

Total Hours: 30

Course Content

Unit I

15 Hours

Generating Charts/Graphs in Microsoft Excel, Power Point Presentation, Creating a new document with templates & Wizard, Word basics, Thesis Writing Formats & Scientific editing tools. Style Formats (MLA & APA)

Unit II

15 Hours

Using Words Drawing Features, Inserting Tables – (Adding, deleting, modifying rows and columns - merging & splitting cells), Using formulas in tables, Converting text to table and vice-versa, Mail Merge tool. Managing Workbooks, Working with Worksheets

Text Books:

- Leon & Leon, “Introduction to Computers”, Vikas Publishing House, NewDelhi
- Saxena S., “MS Office Xp for Everyone”, Vikas Publishing House, New Delhi,2007
- June Jamrich Parsons, “Computer Concepts”, Thomson Learning, 7th Edition,Bombay
- White, “Data Communications & Computer Network”, Thomson Learning, Bombay
- Comer, “Computer networks and Internet”, Pearson Education,4e
- <https://www.researchgate.net>
- https://www.youtube.com/playlist?list=PLWPirh4EWFpF_2T13UeEgZWZHc8nHBuXp

Course Title: Proficiency in Teaching

Course code: MHI314

L	T	P	Cr
2	0	0	2

Total Hours: 30

Learning Outcomes: On the completion of the course, the learner will be able to:

1. Design the learner-centered instructional plans and learning outcomes.
2. Apply innovative teaching strategies and technologies to engage learners.
3. Analyze the different assessment methods to evaluate student learning.
4. Reflect on teaching experiences and continuously improve teaching practices.
5. Develop effective communication and classroom management skills.

Course Content

UNIT I

10 Hours

Overview of the course and its objectives - Theories of learning and their implications for teaching - Understanding the role of the teacher and student in the learning process - Writing clear and measurable learning outcomes -

Meaning Nature, definition, scope, and importance Pedagogy, Andragogy, and Heutagogy – Skills-based approach to teaching (Teaching skills), Micro-teaching, Macro teaching. Methods and approaches of teaching - CAM, Structure-function approach, Synthetic and Analytic approach, Jurisprudential inquiry model

UNIT I

6 Hours

Understanding the diverse needs and backgrounds of learners - Creating an inclusive and supportive learning environment - Facilitating active learning and student engagement strategies

Lectures, discussions, and demonstrations - Group work, collaborative learning, and cooperative learning - Problem-based learning, case studies, and simulations

UNIT III

7 Hours

Integrating technology tools into instruction – Online, blended learning, flipped learning, and M-learning approaches - Using educational software and platforms effectively

Formative and summative assessment methods – Difference between Assessment, Evaluation and Measurement, E-assessment tools,

UNIT IV

7 Hours

The importance of reflective practice in teaching - Self-assessment and evaluation of teaching effectiveness – Need for Professional development - Teaching in multicultural and international classrooms - Culturally responsive teaching practices

Meaning, Definition of teaching model - Assumptions, Importance, Role, and type of teaching models. Historical teaching model, Philosophical model of teaching

TRANSACTION MODE

Discussions, Case Studies, Microteaching, Classroom Observations, Peer Teaching: Video Analysis, Role-Playing, Lecture-cum-demonstration, Classroom Simulations, Reflective Journals/Blogs, Teaching Portfolios and Technology Integration, Flipped Teaching.

SUGGESTED READINGS

- Ali, L. (2012). Teacher education. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). Instructional technology in teacher education. New Delhi: APH Publishing Corporation.
- Bruce R Joyce and Marsha Weil, Models of Teaching, Prentice Hall of India Pvt Ltd, 1985.
- Chalan, K. S. (2007). Introduction to educational planning and management. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). Principles of teaching. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). The technology of teaching. New Delhi: Anmol Publications Pvt. Ltd.
- Curzon, L. B., & Tummons, J. (2004). Teaching in future education. U.S.A: Bloomsbury Academic Publications.
- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Evaut, M. The International Encyclopedia of Educational Technology.

- Gage N L, Handbook of Research on Teaching, Rand Mc Nally and Co., Chicago, 1968.
- Graeme, K. (1969): Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Haseen Taj (2006): modern Educational Technology, Agra: H.P Bhargava Book House.
- Jarvis, M. (2015). Brilliant ideas for ICT in the classroom. New York: Routledge Publications.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Kumar, P. (2015). Web-based technology in education. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). Advanced educational psychology. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). Teacher education. New Delhi: PHI Learning Pvt. Ltd.
- Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
- Murty, K. (2015). Educational technology. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). Classroom assessment. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). Educational technology. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). Strategies for successful student teaching. New Jersey: Pearson Publications.
- Schrum, L., & Levin, B. B. (2015). Leading 21st Century School. U.S.A.: Sage Publications.
- Sharma R A, Technology of Teaching, International Publishing House, Meerut, 1988.
- Sharma, R. N., & Chandra. S. S. (2007). Advanced educational technology. New Delhi: Atlantic Publications.
- Siddiqui M S., and Khan M S., Models of Teaching – Theory and Research, Manas Publication, New Delhi, 1991
- Singh, &et. al. (2014). Educational technology: teaching-learning. New Delhi: APH Publishing Corporation.

WEBLIOGRAPHY

- wiki.eveuniversity.org
- www.adprima.com
- www.apa.org
- www.crlt.umich.edu

- www.edutopia.org
- www.eveuniversity.org
- www.facultyfocus.com
- www.reddit.com
- www.theteachersguide.com