

Program Project Report (PPR)
of
Master of Art (History)



Accredited with NAAC **A** Grade

12-B Status from UGC

Centre for Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY
N.H.-9, Delhi Road, Moradabad, Uttar Pradesh

244001

Website: www.tmu.ac.in



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PROGRAMME PROJECT REPORT (PPR) – Distance Mode

1. Introduction:

In today's dynamic competitive environment, being only acquainted with concepts is not enough. It is essential to acquire and constantly upgrade knowledge about various dimensions of art and humanities subjects and administration. The **Teerthanker Mahaveer University, Moradabad** Distance Mode Programme imparts knowledge and skill sets to students to achieve this and face real world challenges. It teaches application of innovative practices to current competitive situations. It incorporates analysis of contemporary issues besides providing a strong theoretical foundation. It provides a collaborative learning environment with dedicated faculty to ensure M.A(History) students achieve their full potential. The Distance and Online M.A(History) Programme teaches one to work smartly, take the lead in critical situations, and influence quick decisions more effectively. It teaches one to not only work efficiently, but also shape the present environment and create opportunities for further growth.

The Teerthanker Mahaveer University, Moradabad aims to provide the students with a wide range of skills and competence in the area of knowledge. Master of Arts (History) is an postgraduate degree course usually of two years (four Semester) duration. It is one of the highly demanded and esteemed degree course carry out at the postgraduate level. Students those who are enrolling with Master of Arts (History) use to learn the basic knowledge about the theoretical knowledge on certain subject. This course of M.A(History) includes respective modules of theory & practical in relative field of History. This course is considered as a foundation course for students who wants make their career in the field of administrative and teaching .This course is also beneficial for students who wish to pursue multi and inter-disciplinary careers in future. This programme maintains a balance between theory and practice ,and coherence and integration among its various components, representing a wide knowledge in relative field of History. Learning this subject develops the power of to think critically , to express themselves clearly, and to analyze new information. These qualities lead to a high degree of professional flexibility and adaptability. It prepare the candidates for increasingly inter and multi-disciplinary careers in the field of History. The curriculum is designed so as to give students an in-depth knowledge of the academic disciplines and applied functional areas necessary to meet the requirements of administrative and teaching profession

We lay emphasis on the following core and elective courses: The curriculum of M.A(History) program emphasizes an intensive, flexible, innovative beneficial education with 80 credits. The programme structure and credits for M.A(History) are finalized based on the stakeholders' needs and general structure of the programme.

The master of Art (History) Programme aims at developing focused with a strong understanding of their subjects



area of specialization, even as the core subjects equip the students with fundamental knowledge, theories and concepts along with less tangible, but equally important skills.

1.1 Programme Mission and Objective:

The M.A(History) program aims to provide a comprehensive education in the arts and humanities, fostering critical thinking, cultural appreciation, and effective communication skills. It seeks to cultivate intellectual curiosity, personal growth, and a commitment to lifelong learning. The program aims to equip students with broad-based knowledge, interdisciplinary perspectives, and research proficiency. It emphasizes critical thinking, effective communication, cultural competence, and ethical awareness. Ultimately, the M.A(History) program prepares students for diverse career paths and further study by providing them with transferable skills, specialized knowledge, and the ability to navigate complex issues in today's society.

2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:

In order to align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the Distance Mode M.A(History) Programme is planned to incorporate therein all relevant subjects of wide-spectrum application in real time work environment, this program offers the students great career opportunities in the Social sector.

2.1 Vision:

To be recognized as a premier institution of excellence providing high quality of education, research and consultancy services to the society.

2.2 Mission:

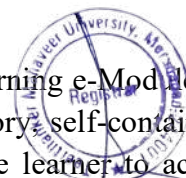
Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in arts and humanities stream with premier institutions in India and abroad.

3. Nature of Prospective Target Group of Learners:

The programme is specially designed to cater the need of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

4. Appropriateness of programme to be conducted in Distance Mode to acquire specific skills and competence:

The courses in the programme are delivered through Self-Learning e-Module which is a modular Block of e-learning material which is inter-alia self-explanatory, self-contained, self-directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through four-quadrant approach namely,



(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner’s engagement, assessment, results and reporting in one centralized location, is in place. All of the above can be done/delivered by Distance and Online and other platforms without much loss of fidelity. Hence the M.A(History) programme is suited for Distance and Online mode of learning.

5. Instructional Design:

5.1 Curriculum Design:

Curriculum has been designed by experts in the area of accounting and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.

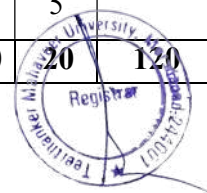
5.2 Programme structure and detailed syllabus:

Study & Evaluation Scheme

Programme: MA(History)

Semester I

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	CC-1	DMAHS101	PHILOSOPHY OF HISTORY AND HISTORIOGRAPHY	5	0	0	5	30	70	100
2	CC-2	DMAHS102	ANCIENT INDIAN HISTORY,CULTURE ANDARCHAEOLOGY- I	5	0	0	5	30	70	100
3	CC-4	DMAHS103	STATE IN INDIA (UPTO 1707 A.D .)	5	0	0	5	30	70	100
SELECT ANY ONE										
1	OEC-1	DMAHS104	HISTORY OF INDIA (6TH CENT BC TO 6TH CEN. AD)	5	0	0	5	30	70	100
2	OEC-2	DMAHS105	20TH CENTURY WORLD	5	0	0	5	30	70	100
Total				20	0	0	20	120	280	400



Semester II

S.N	Category	Course	Course	Periods			Credit	Evaluation Scheme		
		Code		L	T	P		Internal	External	Total
1	CC-4	DMAHS201	Ancient Societies	5	0	0	5	30	70	100
2	CC-5	DMAHS202	Medieval European Societies	5	0	0	5	30	70	100
3	CC-6	DMAHS203	Medieval Islamic World	5	0	0	5	30	70	100
4	CC-7	DMAHS204	Modern Europe (1871-1945)	5	0	0	5	30	70	100
Total				20	0	0	20	120	280	400

Semester III

S.N	Category	Course	Course	Periods			Credit	Evaluation Scheme		
		Code		L	T	P		Internal	External	Total
1	CC-8	DMAHS301	Prehistory and Protohistory of India	5	0	0	5	30	70	100
2	CC-9	DMAHS302	History of Medieval India- I	5	0	0	5	30	70	100
3	CC-10	DMAHS303	History of Modern India-I	5	0	0	5	30	70	100
4	CC-11	DMAHS304	Dissertation		0	10	5	30	70	100
Total				15	0	10	20	120	280	400



Semester IV

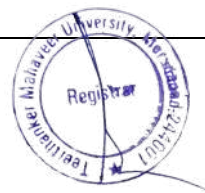
S.N	Category	Course	Course	Periods			Credit	Evaluation Scheme		
		Code		L	T	P		Internal	External	Total
1	CC-12	DMAHS401	Socio-Economic and Cultural History of Medieval India: 1526-1739	5	0	0	5	30	70	100
2	CC-13	DMAHS402	Economic History of India: 1740-1947	5	0	0	5	30	70	100
3	CC-14	DMAHS403	Socio-Economic and Cultural History of Contemporary India: (1947-2000)	5	0	0	5	30	70	100
SELECT ANY ONE										
1	OEC-3	DMAHS405	Freedom Struggle of India: 1920-1947	5	0	0	5	30	70	100
2	OEC-4	DMAHS406	History of the Marathas 1680-1761	5	0	0	5	30	70	100
Total				20	0	0	20	120	280	400

Note- A student who successfully qualifies Two MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from Programme Coordinator.

Note:-
C-Credits 1C = 1 Hour of Lecture /Tutorial 1C = 2 Hour of Practical



Course Code: DMAHS101	Core Course M.A.- Semester-I PHILOSOPHY OF HISTORY AND HISTORIOGRAPHY	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the concepts and Philosophy of History	
CO2.	Explaining the concept of Scope & Value of History, Objectivity, Bias, Auxiliary Sciences, Area	
CO3.	Analyzing the theories of Major Historians and Historiography	
Course Content:		
Block-1:	Philosophy of History A. Meaning of History and Importance of Study of History B. Nature and Scope of History	10 Hours
Block-2:	Ancient Historiographical Tradition A. Greek B. Roman C. Indian D. Islamic	12 Hours
Block-3:	Medieval Tradition of Historiography:- Medieval Indian Historiography : Sultanate and Mughal period	12 Hours
Block-4:	Medieval European Historiography	10 Hours
Block-5:	Major Historians and Historiography:- A. Arnold Toyanbee B. Romeshchandra Majumdar, C. Romila Thapar	12 Hours
Text Books:	1. Ashley Montagu : Toynbee and History, 1956 2. Barnes H.E. : History of Historical Writing, 1937, 1963 3. Burg J.B. : The Ancient Greek Historians, 1909	
Reference Books:	1. Car E. H. : What is History, 1962 2. Cohen : The meaning of Human History, 1947, 1961 3. Collingwood R.G. : The Idea of History, 1946 4. Donagan Alan & 5. Donagan Barbara : Philosophy of History, 1965 6. Dray William H. : Philosophy of History, 1964 7. Finberg H.P.R. (Ed.) : Approaches to History, 1962 8. Flrng : The Writing of History, 2910 9. Garraghan G.J. : A Guide to Historical Method, 1948, 1957 10. Geyl Pieter : Use and Abuse of History, 1955 11. Goel Dharmendra : Philosophy of History 12. Gooch G.P. : History and Historians of the 19th Century, 1913, 1920. 13. Gottschalk Louis : Understanding History, 1951, 1958 14. Heras : Writing of History, 1926	



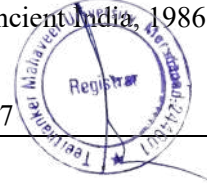
Course Code: DMAHS102	Core Course M.A.- Semester-I	L-5 T-0 P-0 C-5
	ANCIENT INDIAN HISTORY,CULTURE ANDARCHAEOLOGY- I	
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Nature and Scope of Archaeology	
CO2.	Explaining the concept of Human evolution History of pre historic research in India,	
CO3.	Analyzing the theories of Mesolithic culture ,Neolithic culture,Prehistoric art	
Course Content:		
Block-1:	1. Definition, Nature and Scope of Archaeology 2. Relationship of Archaeology with other disciplines 3. Archaeological methods: Excavation and Exploration	10 Hours
Block-2:	Sources of Ancient Indian History Archaeological sources Literary sources	12 Hours
Block-3:	Human evolution History of pre historic research in India	12 Hours
Block-4:	1. Lower Palaeolithic culture 2. Middle Palaeolithic culture 3. Upper Palaeolithic culture	10 Hours
Block-5:	1. Mesolithic culture 2. Neolithic culture 3. Prehistoric art	12 Hours
Text Books:	1. R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007 2. R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983 3. D. P. Agrawal, The Archaeology of India, 1985	
Reference Books:	1. Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983. 2. A. L. Basham, The Wonder that was India, 1971 3. E. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback. 4. E. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006 5. H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. with Commentary by B. N. Mukherjee, 1996 6. K. A. N. Sastri, ed., History of South India, OUP, 1966 7. Upinder Singh, A History of Ancient and Early Medieval India, 2008. Romila Thapar, Early India from the Beginnings to 1300, London, 2002. 8. Irfan Habib, A People's History-Vol. -1,PreHistory,2001	



Course Code: DMAHS103	Core Course M.A.- Semester-I STATE IN INDIA (UP TO 1707 A.D.)	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Administrative organization, Tributary system, and socio-economic Basis	
CO2.	Explaining the concept of Administrative system of the Rajput states – their characteristics,	
CO3.	Analyzing the theories of Term, Concept : Shahna-i-Mandi, Jagir, Mansab-Dastur, Hundi, Chauth, Deshmukh	
Course Content:		
Block-1:	A. Towards formation of the State : Proto-states, Chiefdoms of Later Vedic times and Territorial states in the Age of Buddha. B. The Mauryan state : Administration-Nature, functions and salient features, socio-Economic basis.	10 Hours
Block-2:	A. Gupta Polity : Administrative organization, Tributary system, and socio-economic Basis. B. State formation in the South : chiefdoms of Cholas.	12 Hours
Block-3:	A. Administrative system of the Rajput states – their characteristics B. Term, Concept : Dharma Vijay	12 Hours
Block-4:	A. Nature and functions of the state under the Sultanate of Delhi and Islamic theory of State. B. Vijayanagar State : Structure, features and nature C. Term, Concept : Turkan-i-Chahlghani, Watan, Baluta, Iqta, Jizyah, Madadi-Maash	10 Hours
Block-5:	A. The Mughal state's: Administrative Institutions, Mansabdari system, socio Economics basis.. B. Nature and functions of the Maratha state under Shivaji Maharaj C. Term, Concept : Shahna-i-Mandi, Jagir, Mansab-Dastur, Hundi, Chauth, Deshmukh	12 Hours
Text Books:	1. Altekar A.S. : State and Government in Ancient India 2. Saletore B.A. : Ancient Indian Political Thought and Institutions 3. Beniprasad : The State in Ancient India	
Reference Books:	4. Majumdar R.C. (Ed.) : History and Culture of the people of India Vo. I, III, V, VI, VII & VIII. Tripathi, R.S. : Some Aspects of Muslim Administration 5. Mhamad A.K., Habib : A Comprehensive History of India, Vo. V and Nizami 6. Dr. Ishwariprasad: A Short History of the Muslim Rule in India 7. Sarkar Jadunath : The Mughal Administration 8. Quereshi, I.H. : Administration of the Sultanate of Delhi 9. Sen, S.N. : The Administrative System of Marathas 10. Sen S.N. : The Military System of the Marathas 11. Pylee, M.V. : India's Constitution 12. Joshi, G.N. : The Constitution of India	



Course Code: DMAHS104	OEC M.A.- Semester-I HISTORY OF INDIA (6TH CENT BC TO 6TH CEN. AD)	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Second Urbanization of India.	
CO2.	Explaining the concept of Administrative system of Mauryan and Post Mauryan India	
CO3.	Analyzing the Economic condition of South India during Ancient Period.	
Course Content:		
Block-1:	Source Materials for the Study of Ancient India A. Archaeological B. Epigraphical C. Numismatic D. Literary	10 Hours
Block-2:	India in 6th cent. B.C A. Second Urbanization of India B. Political condition of India: 16 Mahajanapadas	12 Hours
Block-3:	A. Buddha and Mahavira: Life and Work B. Terms and Concept: Boddhistva, Tirthankaras, Nikaya, Parishad	12 Hours
Block-4:	Mauryan and Post Mauryan India A. Iranian and Macedonian Invasion in India: Causes and Effect B. Mauryan Age : Chandragupta Maurya, and Ashoka : Life and Work , Mauryan Administration C. Post Mauryan India : C1. Sungas, Kanvas and Chedi C2. Indo - greeks C3. Sakas and Parthians C4. Kushans : kanishka is an Important Ruler	10 Hours
Block-5:	History of South India A. Sangam Literature B. Art and Architecture C. Economic condition of South India during Ancient Period D. Term, Concept : Alavaro / Nayanara	12 Hours
Text Books:	1. B. P. Sahu (ed), Land System and Rural Society in Early India, 1997. 2. D. Chattopadhyaya, The Making of Early Medieval India, 1994. 3. D. Kosambi, An Introduction to the Study of Indian History, 1975	
Reference Books:	1. H. P. Ray, Winds of Change, 1994. 2. H.D. Sankalia, Prehistory and Protohistory of India and Pakistan, Deccan College,Pune,1974 3. J. C. Harle, The Art and Architecture of the Indian Subcontinent, 1987. 4. K. A. N. Sastri, A History of South India 5. Kesavan Veluthat, The Early Medieval in South India, New Delhi, 2009 6. N. N. Bhattacharya, Ancient Indian Rituals and Their Social Contents, 2nd ed., 1996. 7. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986. 8. P. L. Gupta, Coins, 4th ed., 1996. 9. R. S. Sharma, Indian Feudalism, 1980. 10. Romila Thapar, Asoka and the Decline of the Mauryas, 1997	



Course Code: DMAHS105	OEC M.A.- Semester-I 20TH CENTURY WORLD	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the History of 20th century world	
CO2.	Explaining the concept of Cause and Effects of Bolshevik Revolution and Impacts on Russia and the World	
CO3.	Analyzing the League of Nations (1920-39) reforms.	
Course Content:		
Block-1:	Legacy of 19th Century A. Nationalism A1 French Revolution 1848 A2 Unification of Germany and Italy (1870-71)	10 Hours
Block-2:	A. Britain, France and Germany's Imperialism in Asia and Africa A1. Karl Marks and Jermy Bentham A2. Concept, Terms and Ideas: Nationalism, Capitalism, Colonialism, Imperialism, Liberalization , Socialism and Communism, Humanism	12 Hours
Block-3:	First World War (1914-18) A. Causes and results of World War I B. Responsibility of the World War I C. Paris Peace conference	12 Hours
Block-4:	Bolshevik Revolution of Russia (1917) A. Cause and Effects of Bolshevik Revolution and Impacts on Russia and the World B. Internal and Foreign Policy of Lenin and Stalin	10 Hours
Block-5:	League of Nations (1920-39) A. Origin, Aims, and Organs B. Contribution in World Peace	12 Hours
Text Books:	1. Standish Meacham : World Civilization – includes Western Civilizations Their History & Culture, Volume 1 (Modern period) 7th edition Publishers 86-U.B. Jawahar Nagar, Delhi Special Indian Edition, 1991. 2. Davis A.H. : An outline History of World 3. Weach W.H. : History of the World Britain in the Century of Total War : Peace And Social Change 1900 – 1967 (London-1968)	
Reference Books:	1. Bhattacharyajee : Arwin A History of Europe (1789-1945) New Delhi 1982 2. Dervy T.K. and : The European World-(1870-1961) London-1964. Jarman T.Z. 3. Lich them, George : A Short History of Socialism (Glasgow-1976) 4. E. Lipson : Europe in the 19th and 20th Centuries – 1815-1939 (London – 1954) 5. Sea Burg P. : The Rise and Decline of the Cold War 6. Louis Gottsehalf : The Transformation of Modern Europe (Indian Edition) by Allied Pacific Private Ltd. 1962	
Course Code: DMAHS201	Core Course M.A.- Semester-11 Ancient Societies	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	



CO1.	Understanding the Bronze Age Civilization	
CO2.	Explaining the concept of The Geography and Pre-historic Background Mesopotamia.	
CO3.	Analyzing the Rome and Harappan Civilization.	
Course Content:		
Block-1:	Bronze Age Civilization Egypt (Old Kingdom) a. The Geography and Pre-historic Background b. State Structure	10 Hours
Block-2:	Bronze Age Civilization a. Society and Economy b. Religion and Contributions	12 Hours
Block-3:	Mesopotamia (Up to Akkadian Empire) a. The Geography and Pre-historic Background b. State Structure c. Society and Economy d. Religion and Contributions	12 Hours
Block-4:	Greece a. Evolution of City-State and Political institutions, b. Economy and State c. Hellenic Thought d. Culture	10 Hours
Block-5:	Rome a. Rome State b. Economy and Society c. Roman law d. Literature and Culture e. Harappan Civilization Pre-Harappan and Early Harappan Cultures. Origin, authors and extent of the Harappan Civilization. Development of Harappan Civilization. Trade, Economy, Social and Religious Life. Decline and Legacy of Harappan Civilization	12 Hours
<u>Text Books:</u>	1.V. Gardon Childe, What Happened in History 2.J. M. Roberts, History of World 3.James H. Breasted, History of Egypt	
<u>Reference Books:</u>	1.R. M. Adams, The evolution of Urban Society 2.J. N. Postgate, Early Mesopotamia 3.J. B. Bury and Russell Meiggs, A History of Greece 4.M. Cary and H. H. Sverdrup, A History of Rome	



Course Code: DMAHS202	Core Course M.A.- Semester-11 Medieval European Societies	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Carolingian Empire	
CO2.	Explaining the concept of The Imperial Age.	
CO3.	Analyzing the Feudalism Rise Features Causes for decline Chivalry	
Course Content:		
Block-1:	Carolingian Empire a. Downfall of Roman Empire b. Causes of Coronations of Charlemagne c. Significance of Coronation d. Administration of Charles the Great	10 Hours
Block-2:	Imperial Age a. Otto the great b. Frederic Barbarossa	12 Hours
Block-3:	a. Frederic-II b. Philip Augustus	12 Hours
Block-4:	Feudalism a. Rise b. Features c. Causes for decline d. Chivalry	10 Hours
Block-5:	Rise of Papacy a. Investiture Contest between Henry IV & Gregory VII b. Crusades: Causes and Effects	12 Hours
Text Books:	Thompson & Johnson, An Introduction to Medieval Europe Adams, Civilization during the Middle Ages Myres, A Short History of Ancient, Medieval and Modern Times, Vol-II	
Reference Books:	K. C. Choudhary, The Middle Ages H. A. L. Fisher, The Medieval Europe 2 Volumes J. B. Bury, The Cambridge Medieval History B. Virottam, Madhyakalin Europe kaItihaas DhanpatiPandey, Madhyakalin Europe	

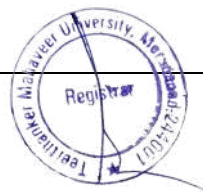


Course Code: DMAHS203	Core Course M.A.- Semester-11 Medieval Islamic World	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Background and emergence of Islam	
CO2.	Explaining the Background and emergence of Islam	
CO3.	Analyzing the Islamic State under Umayyad Dynasty and Evolution of Islamic State under Abbasid Dynasty	
Course Content:		
Block-1:	Background and emergence of Islam a. Geographical Condition of Arabian peninsula b. Social and Economic Conditions of Pre-Islamic Arabia	10 Hours
Block-2:	a. Religious and Political Conditions of Pre-Islamic Arabia b. Life and Teachings of Prophet Muhammad	12 Hours
Block-3:	Orthodox Caliphs a. Causes of Expansion of Islam, Character and Achievements of Orthodox Caliphs b. Abu Bakr c. Umar d. Usman & Ali	12 Hours
Block-4:	Islamic State under Umayyad Dynasty. a. Society b. Administrative Institutions c. Cultural Achievements d. Decline	10 Hours
Block-5:	Evolution of Islamic State under Abbasid Dynasty a. Society & Economy b. Administrative Institutions c. Cultural Achievements d. Decline	12 Hours
Text Books:	P. K. Hitti, A Short History of the Arabs Amir Ali, Short History of Saracenes. W. Muir, The Caliphate: Its Rise and Fall	



Reference Books:	T. W. Arnold, The Caliphate Hussai, The Arab Administration Md. Sayeed, Arab ki Sabhyata BipinBihariSinha, Madhyakalin Islam K. P. Sahu, Islam- UdbhavaurVikas
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Course Code: DMAHS204	Core Course M.A.- Semester-11 Modern Europe (1871-1945)	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Major International Crisis Moroccan Crisis, 1905, Bosnian Crisis, 1908	
CO2.	Explaining the First World War and its Causes .	
CO3.	Analyzing the Paris Peace Conference and rise of Great Powers Dynasty	
Course Content:		
Block-1:	Age of Bismarck a. Foreign Policy of Bismarck b. Berlin Congress 1878	10 Hours
Block-2:	Age of Bismarck a. Anglo French Entente, 1904 b. Anglo-Russian Convention, 1907	12 Hours
Block-3:	Major International Crisis a. Moroccan Crisis, 1905 b. Balkan Crisis, 1912-13	12 Hours
Block-4:	First World War a) Causes b) Responsibility c) Effects	10 Hours
Block-5:	d) Paris Peace Conference e) Rise of Great Powers Causes of Russian revolution, 1917 Rise of Hitler Rise of Mussolini Causes of Second World War.	12 Hours



<u>Text Books:</u>	S. B. Fay, The Origins of 1st World War Brandenburg, From Bismark to the World War N. Mansergh. The Coming of the first World War	
<u>Reference Books:</u>	Vinacke, History of the Far East R. R. Palmer, A history of the Far East E. H. Carr. The Bolshevik Revolution, 3 Vols C. J. Hayes, Contemporary Europe since 1870.	

<u>Course Code:</u> DMAHS301	Core Course M.A.- Semester-III Prehistory and Protohistory of India	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Pre-Historic Cultures and Survey of Sources	
CO2.	Explaining the Bronze Age Indus Valley Civilization: Chronology, Sites, distribution and extent Subsistence Economy: Agriculture, Arts and Crafts, Trade	
CO3.	Analyzing the The Dawn of the Iron Ages	
Course Content:		
Block-1:	Pre-Historic Cultures-I A. Perceptions of the Past B. Survey of Sources	10 Hours
Block-2:	Pre-Historic Cultures-II A. Palaeolithic Hunter-Gatherers: Tools, Sites, Subsistence B. The Mesolithic Transition; Rock Art	12 Hours
Block-3:	Pre-Historic Cultures-III A. Neolithic Cultures : Beginnings of Food Production, Mehrgarh and its significance B. Chalcolithic Cultures: Antecedents to the Harappan Culture	12 Hours
Block-4:	Bronze Age A. Indus Valley Civilization: Chronology, Sites, distribution and extent B. Subsistence Economy: Agriculture, Arts and Crafts, Trade C. Theories of Decline, Legacy Debate	10 Hours

Block-5:	The Dawn of the Iron Ages A. Introduction of Iron and its Impact: Debate B. Painted Grey Ware Cultures C. Peninsular India: Ash Mounds, Megalithic Cultures	12 Hours
Text Books:	1. Agrawal, D.P. and Chakrabarti, Dilip K. (Ed.) (1979). 2. Essays in Indian Protohistory. Delhi: B.R. Publishing Corporation. 3. Allchin, F.R.A. and Bridget Allchin. (1995). Origins of a Civilization	
Reference Books:	1. Prehistory and Early Archaeology of South Asia. New Delhi: Viking. 2. Chakrabarti, Dilip K. (1990). The External Trade of the Indus Civilization. New Delhi: Munshiram Manoharlal. 3. Gurukul, Rajan. (2010). Social Formations of Early South India. New Delhi: Oxford University Press. 4. Jha, D. N. (1998). Ancient India: In Historical Outline. Manohar Publishers. 5. Kosambi, D.D. (1956). An Introduction to the Study of Indian History. Bombay: Popular Book Depot. 6. Lahiri, Nayanjot. (Ed.) (2000). The Decline And Fall Of The Indus Civilization. Delhi: Permanent Black. 7. Majumdar, R. C. (1952). Ancient India. Delhi: Motilal Banarsidass.	

Course Code: DMAHS302	Core Course M.A.- Semester-III History of Medieval India- I	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Development and Teachings of Sufism and Bhakti Movement	
CO2.	Explaining the Foundation and Expansion of Delhi Sultanate , Administration: Central, Provincial and Local Levels.	
CO3.	Analyzing the Emergence and Consolidation of Vijaynagra Empire: Nature of State. Establishment of Bahamani Kingdom: Polity and Culture	
Course Content:		
Block-1:	A. Sources with Special Reference to Minhaj, Barani and Amir Khasrau. B. Foundation and Expansion of Delhi Sultanate. C. Administration: Central, Provincial and Local Levels.	10 Hours
Block-2:	A. Monarchy and Nobility. B. Nature of State. C. North-Western Frontier Policy.	12 Hours
Block-3:	Sufism: Development and Teachings.	12 Hours
Block-4:	Bhakti Movement: Background and Features.	10 Hours



Block-5:	A. Emergence and Consolidation of Vijaynagra Empire: Nature of State. B. Establishment of Bahamani Kingdom: Polity and Culture.	12 Hours
<u>Text Books:</u>	1.Chandra, Satish. Medieval India, Orient Blackswan, New Delhi, 2003. 2.ChattoPadhay, B.D., The Making of Early Medieval India ,O.U.P. New Delhi	
<u>Reference Books:</u>	Day. U. N., Administrative System of Delhi Sultanate 1206-1413, KitabMahal, Allahabad, 1959. Habib, Mohammad and Khaliq Ahmad Nizami, A Comprehensive History of India, Vol. 5, Peoples Publishing House, New Delhi, 1982. HabibullahA.B.M., The Foundation of Muslim Rule In India, Central Book Depot, Allahabad, 1961. Hamadani, Aga Hussain. North Western Frontier Polity of Sultans of Delhi, Atlantic Publishers New-Delhi, 1992. Jackson, Peter, The Delhi Sultanate: A Political and Military History, Cambridge University Press, 1999. Karashima, Nobru. Towards a New Formation; South Indian Society under Vijaynagra Rule, O.U.P, New-Delhi, 1992	

<u>Course Code:</u> DMAHS303	Core Course M.A.- Semester-III History of Modern India-I	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Development and Teachings of Sufism and Bhakti Movement	
CO2.	Explaining the Foundation and Expansion of Delhi Sultanate , Administration: Central, Provincial and Local Levels.	
CO3.	Analyzing the Emergence and Consolidation of Vijaynagra Empire: Nature of State.Establishment of Bahamani Kingdom: Polity and Culture	
Course Content:		
Block-1:	A. Perspectives on Modern India: A Conceptual Debate B. Eighteenth Century India: Polity and Emergence of Regional Powers C. Foundation of British Rule: Key Debates	10 Hours
Block-2:	A. Consolidation of the Empire: I. Imperial Ideologies of Governance: Orientalism, Liberalism and Paternalism II. Colonial Law and Civil Services B. Parliament and the Empire: Constitutional Development (1773-1853)	12 Hours
Block-3:	A. Peasant and Tribal Uprisings: Causes and Nature B. Revolt of 1857: Causes, Nature and Significance	12 Hours

Block-4:	A. Indirect Rule in India: Construction, Theory and Practice B. Princes and British Imperialism	10 Hours
Block-5:	Princely States: Polity, Economy and Society	12 Hours
<u>Text Books:</u>	1.Alavi, Seema, ed. 2002, The Eighteenth Century in India. New Delhi: Oxford University Press. 2.Asher and Talbot, 2006, India Before Europe, Cambridge University Press	
<u>Reference Books:</u>	1.Bandyopadhyay, Shekhar, 2004, From Plassey to Partition. Orient Longman. 2.Baylay, C. A., 1978, Origins of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India. Delhi: Oxford University Press. 3.Bose, Sugata and Jalal, Ayesha. 2004. Modern South Asia. Oxford University Press. 4. Cain, P. J and A.G Hopkins, 1993, British Imperialism: Innovation and Expansion, 1688- 1914. London and New-York: Longman. 5. Chabbra, G.S., 1962, Advanced Study in the History of Modern India. Sharanjit Books. 6. Chandra, Bipin, 1979, Nationalism and Colonialism in Modern India. New Delhi: Orient Longman. 7. Chandra, Bipin. 1966, Rise and Growth of Economic Nationalism in India. New Delhi: Peoples Publishing House. 8. Chandra, Bipin. 2009, Essays on Colonialism. Orient Blackswan. 9. Cohn, Bernard, 1966, Colonialism and its forms of Knowledge, Oxford University Press. 10. Desai, A. R., 1979, Peasant Struggles in India. Bombay: Oxford University Press.	

<u>Course Code:</u> DMAHS304	Viva – Voce – 2 MA- Semester-VI Dissertation Report (Based on Field Work/ MSR)	L-0 T-0 P-10 C-5
<u>Course Outcomes:</u>	On completion of the course, the students will be :	
CO1.	Understanding the meaning, objectives and principles of Indian and world History.	
CO2.	Understanding the steps in preparing a written survey report.	
CO3.	Developing an appropriate research design and skills to collect data.	
CO4.	Analyzing data to draw meaningful information.	
CO5.	Demonstrating the ability to prepare and present a report.	
	At the end of fifth semester examination, every student will prepare the report based on field work. The guidelines of report will be provided in the starting of sixth semester classes. During the course of training, the college will assign a problem/project to the student. The student, after the completion of analysis will submit a	

Guidelines:	<p>report to the College/Institute, which will be the part of sixth semester examination.</p> <p>The report will be evaluated by internal and external examiner. It will carry total of 100 marks divided into written report of 50 marks by external examiner and presentation of 50 marks in front of a panel of at least three faculty members appointed by Director/ Principal of the college.</p> <p>The external marks will be awarded by the external examiner who will be appointed by the examination division.</p>	
Format for Dissertation Report		
1.	Cover / Title Page	1 page



..... (Topic/Department/Area)

At

(Name of the Organization/Company)

In partial fulfillment for the award of the degree of MA (History)



Centre for Distance and Online Education

Teerthanker Mahaveer University, Moradabad. Uttar Pradesh

Submitted by:
Student Name
VI Semester

Submitted to
Guide Name
Designation

Year
CDOE, TMU

2	Table of content (Index) –with page numbers clearly identified	1 page
3	Declaration by the student.	1 page
4	Certificate (from the Company / Organization)	1 page
5	Acknowledgement	1 page

6	Organization/Company Profile (Background, History, Founder, Vision, Mission, Competitors, Organization Structure, Products, Milestones, Achievements, Address)				5-8 pages
7	Objectives of training.				1page
8	Student has to finalize topic from general training or problem centric training as per the consultation or guidance by the internal faculty Guide. The details of both the trainings are given below:-				
S. No.	General Training	Pages	S. No.	Problem Centered Training	Pages
8a	Introduction (department/s or the area assigned)	1-2	8a	Introduction to the topic	1-2
8b	Intern role during internship	1	8b	Research Objectives	1
8c	Role of (department/s or the area assigned) in the organization	2-3	8c	Research methodology	1-2
8d	Observations (including explanation of Processes)	6-8 (as per numbers of weeks training done)	8d	Data analysis & interpretation	5-8
8e	Key learning's	1-2	8e	Results & Findings	1-2
8f	Recommendations (if any)	1	8f	Recommendations & Suggestions	1
8g	Conclusion	1	8g	Limitations	1
			8h	Conclusion	1
			8i	References/ Bibliography	1

		<input type="checkbox"/>	8j	Appendices, viz., ➤ Questionnaire ➤ Checklist ➤ Tables etc.	1-3
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Plagiarism check will be done from point no.7 onwards. Plagiarism check will be done as per norms provided by the Examination Division of the University

Evaluation Scheme

Detail	Report Quality (Structuring, Formatting, Clarity in presenting data & facts)	Presentation	Assessors Evaluation as per Summer Internship Record Book	Viva Voce	Total
Internal	30	20	NA	NA	50
External	15	NA	15	20	50



Course Code: DMAHS401	Core Course M.A.- Semester-IV Socio-Economic and Cultural History of Medieval India: 1526-1739	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Society and Religion under the mughal Emperors	
CO2.	Explaining the Economic Cultural Development under the mughal Emperors	
CO3.	Analyzing the Literature: Persian, Hindi, Urdu and Eminent Scholars	
Course Content:		
Block-1:	Society and Religion: 1. Social condition of India on the eve of Babur's invasion 2. Bhakti Saints 3. Sufi Silsilas 4. Religious policies of the mughal Emperors	10 Hours
Block-2:	Economic: 1. Development of Trade and Industries 2. Commercial relations with the Europeans 3. Jagirdari and Zamindari System 4. Nature of Taxation: Agrarian and Non-Agrarian 5 Economic Policies: Sher Shah, Akbar Jahangir, Shahjahan, Aurangzeb 6. Currency System	12 Hours
Block-3:	Cultural Development: 1. Development of Architecture under Emperors 2. Painting and Calligraphy 3. Music 4. Cultural contribution of Nurjahan, Shahjahan and Dara Shikoh	12 Hours
Block-4:	1. Sources of the Period 2. Education	10 Hours
Block-5:	Literature: Persian, Hindi, Urdu and Eminent Scholars Library Gardens	12 Hours
Text Books:	1. A L Srivastava-Social and Cultural History of Medieval India 2. Harbans Mukhiya-The Mughals of India	



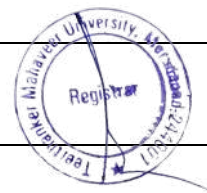
Reference Books:	1. Percy Brown-Indo-Islamic Architecture 2. S. A. A. Rizvi-Medieval India 3. Tara Chandra-Influence of Islam on Indian. 4. W H Moreland-1-India from Akbar to Aurangzeb 2- India at the death of Akbar
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Course Code: DMAHS402	Core Course M.A.- Semester-IV Economic History of India: 1740-1947	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Mercantilism and European economic interests in India: East India Co. and its rule in Bengal	
CO2.	Explaining the Land Revenue, the permanent settlement objectives, operations, effects and official	
CO3.	Analyzing the emergence of modern industries; artisans and craft products Handicraft industry under colonial rule; Deindustrialization	
Course Content:		
Block-1:	1. Economic Condition of India on the eve of the British conquest of Bengal 2. Mercantilism and European economic interests in India: East India Co. and its rule in Bengal 3. Agrarian conditions and Agrarian movements 4. Development of trade and commerce	10 Hours
Block-2:	Revenue: Sources and Administration 1. Land Revenue, the permanent settlement objectives, operations, effects and official 2. Ryotwari and mahalwari systems, consequences of the periodic settlements Other Sources-Tariff Excise (Taxation)	12 Hours
Block-3:	Increase in the cultivation, commercialization of Agriculture, cash crops, rural indebtedness. Famines and the attitude of the British administration	12 Hours
Block-4:	1. Conditions before the emergence of modern industries; artisans and craft products 2. Handicraft industry under colonial rule; Deindustrialization 3. Capital investments in India: indigenous and British effect 4. Modern industry before first great war, Labour problems, policies and legislation	10 Hours
Block-5:	1. Transport and communications, growth and expansion 2. Currency system during colonial rule 3. Drain of wealth 4. Economic thinkers	12 Hours



<u>Text Books:</u>	1. Bipan Chandra-Economic Nationalism 2. B. B. Mishra-Indian Provincial Finance	
<u>Reference Books:</u>	1. R. C. Dutt-Economic History of India- 2Vols 2. Dharma Kumar(ed.)-The Cambridge Economic History of India 3. V.B. Singh-Economic History of India 4. Socio-Economic and Cultural History of Contemporary India	

<u>Course Code:</u> DMAHS403	Core Course M.A.- Semester-IV Socio-Economic and Cultural History of Contemporary India: (1947-2000)	L-5 T-0 P-0 C-5
<u>Course Outcomes:</u>	At the end of this course, the students will be-	
CO1.	Understanding the Universal Declaration of H.R. Status of women	
CO2.	Explaining the Music and Dance(Classical , Folk)Theatre/ Film (electronic media, Newspapers)	
CO3.	Analyzing Industries –Development and Decline Growth of Handicrafts Green/White Revolutions Five year plans	
Course Content:		
Block-1:	Status of women/ Promotion of W.R. Human Rights: Universal Declaration of H.R. H.R. Treaties H.R. Bodies Check on H.R. Violations Fairs and Festivals Education Literature	10 Hours
Block-2:	1. Music and Dance(Classical , Folk) 2. Theatre/ Film (electronic media, Newspapers)	12 Hours
Block-3:	1. Eminent Personalities in various fields 2. Social Life, Politics, Religion, Culture	12 Hours



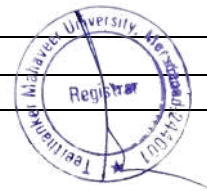
Block-4:	1. Industries –Development and Decline 2. Growth of Handicrafts 3. Green/White Revolutions 4. Labour-Problems, Policies, Legislation 5. Regional co-relation in South Asia(New Delhi Meeting August 1983)	10 Hours
Block-5:	1. Five year plans 2. Trade-Internal, External 3. Tariff excise and customs 4. I.M.F.- Aims, objectives(International Monetary Fund) 5. Food and Agricultural Organization 6. International Bank for Reconstruction and	12 Hours
<u>Text Books:</u>	1. Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee-India after Independence 1947-2000 2. Dharma Kumar(ed.)-The Economic History	
<u>Reference Books:</u>	1. Hiranmay Karlekar(ed.)-Independent India:The First Fifty years 2. Karuna Chanana(ed.)-Socialisation, Education and Women:Explorations in Gender Identity 3. M Chaudhuri-Indian Women’s Movement 4. Paul R. Brass-The Politics of India since Independence 5. S P Gupta, S P Asthana-Element of Indian Art 6. S Philip Rawson-Indian Painting	

<u>Course Code:</u> DMAHS404	OEC M.A.- Semester-IV Freedom Struggle of India: 1920-1947	L-5 T-0 P-0 C-5
<u>Course Outcomes:</u>	At the end of this course, the students will be-	
CO1.	Understanding the different type Movement such as Peasant satyagraha Khilafat/ Non- Cooperation Movement ,Quit India Movement	
CO2.	Explaining the Ideological Trends in the Congress	
CO3.	Analyzing the Ideologies of Moderates,Extremists, Revolutionaries,Regional cases	
Course Content:		
Block-1:	1. Peasant satyagraha 2. Khilafat/ Non- Cooperation Movement 3. Quit India Movement 4. Role of social groups and classes	10 Hours
Block-2:	1. Ideological Trends in the Congress 2. Peasant Struggle 3. I.N.A.	12 Hours



	4. Naval Meeting 5. Telangana	
Block-3:	Constitutional changes and Response-1 1. Minto-Morley Reforms 2. Act of 1919	12 Hours
Block-4:	Constitutional changes and Response-2 1. Simon Commission/ Nehru Report 2. Communal Award 3. Act of 1935 4. Wavell plan/ Cabinet Mission 5. Partition of India	10 Hours
Block-5:	Life Sketch Ideologies of: 1. Moderates 2. Extremists 3. Revolutionaries 4. Regional cases	12 Hours
<u>Text Books:</u>	1. A R Desai-Social Background of Indian Nationalism 2. Bipan Chandra (ed.)-India's Struggle for Independence 3. R.C. Majumdar-Struggle for Freedom-	
<u>Reference Books:</u>	1. S. N. Banerjee-A Nation in Making 2. S. R. Mehrotra-Emergence of Indian National Congress 3. Shekhar Bandopadhyā-National Movement in India 4. Subhash Chandra Bose-Indian Struggle	

<u>Course Code:</u> DMAHS405	OEC M.A.- Semester-IV History of the Marathas 1680-1761	L-5 T-0 P-0 C-5
<u>Course Outcomes:</u>	At the end of this course, the students will be-	
CO1.	Understanding the Marathas rulers	
CO2.	Explaining the Maratha war of Independence	
CO3.	Analyzing the Administrative system of Maratha.	
	Course Content:	
Block-1:	Shambhuji Maratha war of Independence	10 Hours



Block-2:	Balaji Vishwanath Shahu	12 Hours
Block-3:	Baji Rao Ist Balaji Baji Rao	12 Hours
Block-4:	Third Battle of Panipat: Circumstances Result and significance	10 Hours
Block-5:	Administration of the Peshwas	12 Hours
<u>Text Books:</u>	1. A L Srivastava-Mughal Empire 2. B G Dighe-Peshwa Baji Rao I	
<u>Reference Books:</u>	1. Brij Kishore-Tarabai and her times 2. G. S. Sardesai-New History of the Marathas Vol. III (Hindi & English) 3. Grant Duff-History of the Marathas Vol. II 4. H N Sinha-The Rise of the Peshwas (First three Peshwas) 5. J N Sarkar-Rise and fall of the Mughal Empire 6. M G Ranade-Rise of the Maratha Power	



<u>Study Scheme</u>	
<u>SUMMARY</u>	
Institute Name	Centre for Distance and Online Education, TMU, Delhi Road, Moradabad
Programme	MA(History)
Duration	Two Years (Distance Mode) (Four Semesters)
Medium	English/Hindi
<u>Credits</u>	
Minimum Credits Required for Degree	80
Eligibility for the program	Graduation Pass in any stream from recognized University.

5.3 Faculty and support staff requirement

Academic Staff	Number of Faculty Member
Programme Coordinator	1 Member
Course Coordinator	1 Member
Course Mentor	1 Member per batch of 250 students

5.4 Instructional delivery mechanisms

The Centre for Distance and Online Education, TMU comprises of faculty members and staff who are well versed in Distance Education and Online delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.



Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/online lectures/Virtual Class
- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.
- Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

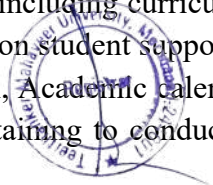
All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

5.5 Identification of media—print, audio or video, online, computer aided

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seek answers to the same, by chat bot or course mentors.

5.6 Student Support Services

The Student Support services will be facilitated by the Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity card, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to conduct of end-semester examinations, evaluation and issue of certificates.



6. Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Centre for Distance and Online Education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. Academic programmes offered for such candidates under Distance and Online Learning mode will be conducted by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Distance Mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Distance and Online application form available on CDOE- TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

6.1 Procedure for Admission:

Minimum Eligibility Criteria for admission: Graduation pass in any stream from recognized board.

Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Distance and Online Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.

Fee Structure and Financial assistance policy:

Suggested Fee for M.A programme is INR 5400/-per annum.



6.2 : Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Distance and Online mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Distance and Online Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
- Learning and delivery support from Course Mentors

Norms for Delivery of Courses in Distance and Online Mode:

S. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Online Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	1 Credits	3 weeks	3 hours	6 hours	5	5	11	30
2.	2 Credits	6 weeks	6 hours	12 hours	10	10	22	60
3.	3 Credits	9 weeks	9 hours	18 hours	15	15	33	90
4.	5 Credits	15 weeks	15 hours	30 hours			44	120
5.	6 Credits	18 weeks	18 hours	36 hours	30	30	66	180

Learning Management System (LMS) to support Distance and Online mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its



simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards-compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens, on both web and mobile platforms.

6.3 Evaluation Scheme

Evaluation Scheme:					
Assessment			Internal	External	Total
Theory			30	70	100
Practical/ Dissertations/ Project Reports			50	50	100
Class Test-1	Class Test-2	Class Test-3	Assignment(s)	Attendance	Total
Best two out of three					
10	10	10	05	05	30
Duration of Examination			External	Internal	
			3 Hours	1.5 Hours	
<p><i>To qualify the course a student is required to secure a minimum of 35% marks in aggregate including the semester end examination and teachers continuous evaluation. (i.e. both internal and external). A candidate who secures less than 35% of marks in a course shall be deemed to have failed in that course.</i></p>					

Question Paper Structure



1	<i>The question paper shall have two section – Section A and Section B. The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:</i>
2	<i>Section A: It shall consist of short answer type questions (approx. 50 words). This section will essentially assess CO's related to lower order thinking skills (Remembering & Understanding). It will contain five questions with atleast one question from each Block with internal choice having “or” option with optional question from the same Block. Each question shall have equal weightage of two marks and total weightage of this section shall be ten marks.</i>
3	<i>Section B shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & Creating or Remembering & Understanding) to be assessed and mapped with the course outcomes stated. It shall contain five questions with at least one question from each Block with an internal choice having “or” option with optional question from the same Block. Each question shall have equal weightage of twelve marks and total weightage of twelve marks and total weightage of this sections shall be sixty marks.</i>
4	<i>Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.</i>
IMPORTANT NOTES:	
1	<i>The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom’s Taxonomy).</i>
2	<i>Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.</i>
3	<i>There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.</i>



7. Requirement of the Laboratory Support and Library Resources:

Laboratory Support

No lab based courses are offered in this program.

Library Resources

Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for M.A(History) programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Distance Mode education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

8. Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

9. Quality assurance mechanism and expected programme outcomes

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. The ultimate achievement of M.A(History) programme of study may reflect the gaining of knowledge and skill in History area. Gaining of knowledge and skills in History may help the students to get new job, upgrading their position not only in employment, but also in the society.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents and employers will be received and analyzed for further improvement of the quality of the programme.

Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre for Distance and Online Education to conduct periodic review and assessments

and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by DOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

Centre for Internal Quality Assurance (CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally quality of programmes.



Program Project Report (PPR)
of
Master of Art (History)



Accredited with NAAC **A** Grade

12-B Status from UGC

Centre for Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY
N.H.-9, Delhi Road, Moradabad, Uttar Pradesh

244001

Website: www.tmu.ac.in



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PROGRAMME PROJECT REPORT (PPR) – Online Mode

1. Introduction:

In today's dynamic competitive environment, being only acquainted with concepts is not enough. It is essential to acquire and constantly upgrade knowledge about various dimensions of art and humanities subjects and administration. The **Teerthanker Mahaveer University, Moradabad** Online Mode Programme imparts knowledge and skill sets to students to achieve this and face real world challenges. It teaches application of innovative practices to current competitive situations. It incorporates analysis of contemporary issues besides providing a strong theoretical foundation. It provides a collaborative learning environment with dedicated faculty to ensure M.A(History) students achieve their full potential. The Online and Online M.A(History) Programme teaches one to work smartly, take the lead in critical situations, and influence quick decisions more effectively. It teaches one to not only work efficiently, but also shape the present environment and create opportunities for further growth.

The Teerthanker Mahaveer University, Moradabad aims to provide the students with a wide range of skills and competence in the area of knowledge. Master of Arts (History) is an postgraduate degree course usually of two years (four Semester) duration. It is one of the highly demanded and esteemed degree course carry out at the postgraduate level. Students those who are enrolling with Master of Arts (History) use to learn the basic knowledge about the theoretical knowledge on certain subject. This course of M.A(History) includes respective modules of theory & practical in relative field of History. This course is considered as a foundation course for students who wants make their career in the field of administrative and teaching .This course is also beneficial for students who wish to pursue multi and inter-disciplinary careers in future. This programme maintains a balance between theory and practice ,and coherence and integration among its various components, representing a wide knowledge in relative field of History. Learning this subject develops the power of to think critically , to express themselves clearly, and to analyze new information. These qualities lead to a high degree of professional flexibility and adaptability. It prepare the candidates for increasingly inter and multi-disciplinary careers in the field of History. The curriculum is designed so as to give students an in-depth knowledge of the academic disciplines and applied functional areas necessary to meet the requirements of administrative and teaching profession

We lay emphasis on the following core and elective courses: The curriculum of M.A(History) program emphasizes an intensive, flexible, innovative beneficial education with 80 credits. The programme structure and credits for M.A(History) are finalized based on the stakeholders' needs and general structure of the programme.

The master of Art (History) Programme aims at developing focused with a strong understanding of their subjects



area of specialization, even as the core subjects equip the students with fundamental knowledge, theories and concepts along with less tangible, but equally important skills.

1.1 Programme Mission and Objective:

The M.A(History) program aims to provide a comprehensive education in the arts and humanities, fostering critical thinking, cultural appreciation, and effective communication skills. It seeks to cultivate intellectual curiosity, personal growth, and a commitment to lifelong learning. The program aims to equip students with broad-based knowledge, interdisciplinary perspectives, and research proficiency. It emphasizes critical thinking, effective communication, cultural competence, and ethical awareness. Ultimately, the M.A(History) program prepares students for diverse career paths and further study by providing them with transferable skills, specialized knowledge, and the ability to navigate complex issues in today's society.

2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:

In order to align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the Online Mode M.A(History) Programme is planned to incorporate therein all relevant subjects of wide-spectrum application in real time work environment, this program offers the students great career opportunities in the Social sector.

2.1 Vision:

To be recognized as a premier institution of excellence providing high quality of education, research and consultancy services to the society.

2.2 Mission:

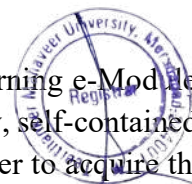
Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in arts and humanities stream with premier institutions in India and abroad.

3. Nature of Prospective Target Group of Learners:

The programme is specially designed to cater the need of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

4. Appropriateness of programme to be conducted in Online Mode to acquire specific skills and competence:

The courses in the programme are delivered through Self-Learning e-Module which is a modular Block of e-learning material which is inter-alia self-explanatory, self-contained, self-directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through four-quadrant approach namely,



(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner's engagement, assessment, results and reporting in one centralized location, is in place. All of the above can be done/delivered by Online and Online and other platforms without much loss of fidelity. Hence the M.A(History) programme is suited for Online and Online mode of learning.

5. Instructional Design:

5.1 Curriculum Design:

Curriculum has been designed by experts in the area of accounting and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.

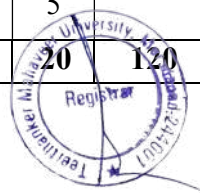
5.2 Programme structure and detailed syllabus:

Study & Evaluation Scheme

Programme: MA(History)

Semester I

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	CC-1	DMAHS101	PHILOSOPHY OF HISTORY AND HISTORIOGRAPHY	5	0	0	5	30	70	100
2	CC-2	DMAHS102	ANCIENT INDIAN HISTORY,CULTURE ANDARCHAEOLOGY- I	5	0	0	5	30	70	100
3	CC-4	DMAHS103	STATE IN INDIA (UPTO 1707 A.D .)	5	0	0	5	30	70	100
SELECT ANY ONE										
1	OEC-1	DMAHS104	HISTORY OF INDIA (6TH CENT BC TO 6TH CEN. AD)	5	0	0	5	30	70	100
2	OEC-2	DMAHS105	20TH CENTURY WORLD	5	0	0	5	30	70	100
Total				20	0	0	20	120	280	400



Semester II

S.N	Category	Course	Course	Periods			Credit	Evaluation Scheme		
		Code		L	T	P		Internal	External	Total
1	CC-4	DMAHS201	Ancient Societies	5	0	0	5	30	70	100
2	CC-5	DMAHS202	Medieval European Societies	5	0	0	5	30	70	100
3	CC-6	DMAHS203	Medieval Islamic World	5	0	0	5	30	70	100
4	CC-7	DMAHS204	Modern Europe (1871-1945)	5	0	0	5	30	70	100
Total				20	0	0	20	120	280	400

Semester III

S.N	Category	Course	Course	Periods			Credit	Evaluation Scheme		
		Code		L	T	P		Internal	External	Total
1	CC-8	DMAHS301	Prehistory and Protohistory of India	5	0	0	5	30	70	100
2	CC-9	DMAHS302	History of Medieval India- I	5	0	0	5	30	70	100
3	CC-10	DMAHS303	History of Modern India-I	5	0	0	5	30	70	100
4	CC-11	DMAHS304	Dissertation		0	10	5	30	70	100
Total				15	0	10	20	120	280	400



Semester IV

S.N	Category	Course	Course	Periods			Credit	Evaluation Scheme		
		Code		L	T	P		Internal	External	Total
1	CC-12	DMAHS401	Socio-Economic and Cultural History of Medieval India: 1526-1739	5	0	0	5	30	70	100
2	CC-13	DMAHS402	Economic History of India: 1740-1947	5	0	0	5	30	70	100
3	CC-14	DMAHS403	Socio-Economic and Cultural History of Contemporary India: (1947-2000)	5	0	0	5	30	70	100
SELECT ANY ONE										
1	OEC-3	DMAHS405	Freedom Struggle of India: 1920-1947	5	0	0	5	30	70	100
2	OEC-4	DMAHS406	History of the Marathas 1680-1761	5	0	0	5	30	70	100
Total				20	0	0	20	120	280	400

Note- A student who successfully qualifies Two MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from Programme Coordinator.

Note:-

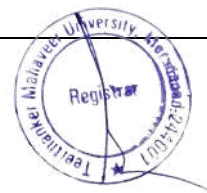
C-Credits

1C = 1 Hour of Lecture /Tutorial

1C = 2 Hour of Practical



Course Code: DMAHS101	Core Course M.A.- Semester-I PHILOSOPHY OF HISTORY AND HISTORIOGRAPHY	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the concepts and Philosophy of History	
CO2.	Explaining the concept of Scope & Value of History, Objectivity, Bias, Auxiliary Sciences, Area	
CO3.	Analyzing the theories of Major Historians and Historiography	
Course Content:		
Block-1:	Philosophy of History A. Meaning of History and Importance of Study of History B. Nature and Scope of History	10 Hours
Block-2:	Ancient Historiographical Tradition A. Greek B. Roman C. Indian D. Islamic	12 Hours
Block-3:	Medieval Tradition of Historiography:- Medieval Indian Historiography : Sultanate and Mughal period	12 Hours
Block-4:	Medieval European Historiography	10 Hours
Block-5:	Major Historians and Historiography:- A. Arnold Toyanbee B. Romeshchandra Majumdar, C. Romila Thapar	12 Hours
Text Books:	1. Ashley Montagu : Toynbee and History, 1956 2. Barnes H.E. : History of Historical Writing, 1937, 1963 3. Burg J.B. : The Ancient Greek Historians, 1909	
Reference Books:	1. Car E. H. : What is History, 1962 2. Cohen : The meaning of Human History, 1947, 1961 3. Collingwood R.G. : The Idea of History, 1946 4. Donagan Alan & 5. Donagan Barbara : Philosophy of History, 1965 6. Dray William H. : Philosophy of History, 1964 7. Finberg H.P.R. (Ed.) : Approaches to History, 1962 8. Flrng : The Writing of History, 2910 9. Garraghan G.J. : A Guide to Historical Method, 1948, 1957 10. Geyl Pieter : Use and Abuse of History, 1955 11. Goel Dharmendra : Philosophy of History 12. Gooch G.P. : History and Historians of the 19th Century, 1913, 1920. 13. Gottschalk Louis : Understanding History, 1951, 1958 14. Heras : Writing of History, 1926	



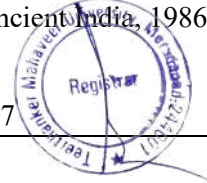
Course Code: DMAHS102	Core Course M.A.- Semester-I	L-5 T-0 P-0 C-5
	ANCIENT INDIAN HISTORY,CULTURE ANDARCHAEOLOGY- I	
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Nature and Scope of Archaeology	
CO2.	Explaining the concept of Human evolution History of pre historic research in India,	
CO3.	Analyzing the theories of Mesolithic culture ,Neolithic culture,Prehistoric art	
Course Content:		
Block-1:	1. Definition, Nature and Scope of Archaeology 2. Relationship of Archaeology with other disciplines 3. Archaeological methods: Excavation and Exploration	10 Hours
Block-2:	Sources of Ancient Indian History Archaeological sources Literary sources	12 Hours
Block-3:	Human evolution History of pre historic research in India	12 Hours
Block-4:	1. Lower Palaeolithic culture 2. Middle Palaeolithic culture 3. Upper Palaeolithic culture	10 Hours
Block-5:	1. Mesolithic culture 2. Neolithic culture 3. Prehistoric art	12 Hours
Text Books:	1. R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007 2. R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983 3. D. P. Agrawal, The Archaeology of India, 1985	
Reference Books:	1. Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983. 2. A. L. Basham, The Wonder that was India, 1971 3. E. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback. 4. E. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006 5. H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. with Commentary by B. N. Mukherjee, 1996 6. K. A. N. Sastri, ed., History of South India, OUP, 1966 7. Upinder Singh, A History of Ancient and Early Medieval India, 2008. Romila Thapar, Early India from the Beginnings to 1300, London, 2002. 8. Irfan Habib, A People's History-Vol. -1,PreHistory,2001	



Course Code: DMAHS103	Core Course M.A.- Semester-I STATE IN INDIA (UP TO 1707 A.D.)	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Administrative organization, Tributary system, and socio-economic Basis	
CO2.	Explaining the concept of Administrative system of the Rajput states – their characteristics,	
CO3.	Analyzing the theories of Term, Concept : Shahna-i-Mandi, Jagir, Mansab-Dastur, Hundi, Chauth, Deshmukh	
Course Content:		
Block-1:	A. Towards formation of the State : Proto-states, Chiefdoms of Later Vedic times and Territorial states in the Age of Buddha. B. The Mauryan state : Administration-Nature, functions and salient features, socio-Economic basis.	10 Hours
Block-2:	A. Gupta Polity : Administrative organization, Tributary system, and socio-economic Basis. B. State formation in the South : chiefdoms of Cholas.	12 Hours
Block-3:	A. Administrative system of the Rajput states – their characteristics B. Term, Concept : Dharma Vijay	12 Hours
Block-4:	A. Nature and functions of the state under the Sultanate of Delhi and Islamic theory of State. B. Vijayanagar State : Structure, features and nature C. Term, Concept : Turkan-i-Chahlghani, Watan, Baluta, Iqta, Jizyah, Madadi-Maash	10 Hours
Block-5:	A. The Mughal state's: Administrative Institutions, Mansabdari system, socio Economics basis.. B. Nature and functions of the Maratha state under Shivaji Maharaj C. Term, Concept : Shahna-i-Mandi, Jagir, Mansab-Dastur, Hundi, Chauth, Deshmukh	12 Hours
Text Books:	1. Altekar A.S. : State and Government in Ancient India 2. Saletore B.A. : Ancient Indian Political Thought and Institutions 3. Beniprasad : The State in Ancient India	
Reference Books:	4. Majumdar R.C. (Ed.) : History and Culture of the people of India Vo. I, III, V, VI, VII & VIII. Tripathi, R.S. : Some Aspects of Muslim Administration 5. Mhamad A.K., Habib : A Comprehensive History of India, Vo. V and Nizami 6. Dr. Ishwariprasad: A Short History of the Muslim Rule in India 7. Sarkar Jadunath : The Mughal Administration 8. Quereshi, I.H. : Administration of the Sultanate of Delhi 9. Sen, S.N. : The Administrative System of Marathas 10. Sen S.N. : The Military System of the Marathas 11. Pylee, M.V. : India's Constitution 12. Joshi, G.N. : The Constitution of India	



Course Code: DMAHS104	OEC M.A.- Semester-I HISTORY OF INDIA (6TH CENT BC TO 6TH CEN. AD)	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Second Urbanization of India.	
CO2.	Explaining the concept of Administrative system of Mauryan and Post Mauryan India	
CO3.	Analyzing the Economic condition of South India during Ancient Period.	
Course Content:		
Block-1:	Source Materials for the Study of Ancient India A. Archaeological B. Epigraphical C. Numismatic D. Literary	10 Hours
Block-2:	India in 6th cent. B.C A. Second Urbanization of India B. Political condition of India: 16 Mahajanapadas	12 Hours
Block-3:	A. Buddha and Mahavira: Life and Work B. Terms and Concept: Boddhistva, Tirthankaras, Nikaya, Parishad	12 Hours
Block-4:	Mauryan and Post Mauryan India A. Iranian and Macedonian Invasion in India: Causes and Effect B. Mauryan Age : Chandragupta Maurya, and Ashoka : Life and Work , Mauryan Administration C. Post Mauryan India : C1. Sungas, Kanvas and Chedi C2. Indo - greeks C3. Sakas and Parthians C4. Kushans : kanishka is an Important Ruler	10 Hours
Block-5:	History of South India A. Sangam Literature B. Art and Architecture C. Economic condition of South India during Ancient Period D. Term, Concept : Alavaro / Nayanara	12 Hours
Text Books:	1. B. P. Sahu (ed), Land System and Rural Society in Early India, 1997. 2. D. Chattopadhyaya, The Making of Early Medieval India, 1994. 3. D. Kosambi, An Introduction to the Study of Indian History, 1975	
Reference Books:	1. H. P. Ray, Winds of Change, 1994. 2. H.D. Sankalia, Prehistory and Protohistory of India and Pakistan, Deccan College,Pune,1974 3. J. C. Harle, The Art and Architecture of the Indian Subcontinent, 1987. 4. K. A. N. Sastri, A History of South India 5. Kesavan Veluthat, The Early Medieval in South India, New Delhi, 2009 6. N. N. Bhattacharya, Ancient Indian Rituals and Their Social Contents, 2nd ed., 1996. 7. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986. 8. P. L. Gupta, Coins, 4th ed., 1996. 9. R. S. Sharma, Indian Feudalism, 1980. 10. Romila Thapar, Asoka and the Decline of the Mauryas, 1997	



Course Code: DMAHS105	OEC M.A.- Semester-I 20TH CENTURY WORLD	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the History of 20th century world	
CO2.	Explaining the concept of Cause and Effects of Bolshevik Revolution and Impacts on Russia and the World	
CO3.	Analyzing the League of Nations (1920-39) reforms.	
Course Content:		
Block-1:	Legacy of 19th Century A. Nationalism A1 French Revolution 1848 A2 Unification of Germany and Italy (1870-71)	10 Hours
Block-2:	A. Britain, France and Germany's Imperialism in Asia and Africa A1. Karl Marks and Jermy Bentham A2. Concept, Terms and Ideas: Nationalism, Capitalism, Colonialism, Imperialism, Liberalization , Socialism and Communism, Humanism	12 Hours
Block-3:	First World War (1914-18) A. Causes and results of World War I B. Responsibility of the World War I C. Paris Peace conference	12 Hours
Block-4:	Bolshevik Revolution of Russia (1917) A. Cause and Effects of Bolshevik Revolution and Impacts on Russia and the World B. Internal and Foreign Policy of Lenin and Stalin	10 Hours
Block-5:	League of Nations (1920-39) A. Origin, Aims, and Organs B. Contribution in World Peace	12 Hours
Text Books:	1. Standish Meacham : World Civilization – includes Western Civilizations Their History & Culture, Volume 1 (Modern period) 7th edition Publishers 86-U.B. Jawahar Nagar, Delhi Special Indian Edition, 1991. 2. Davis A.H. : An outline History of World 3. Weach W.H. : History of the World Britain in the Century of Total War : Peace And Social Change 1900 – 1967 (London-1968)	
Reference Books:	1. Bhattacharyajee : Arwin A History of Europe (1789-1945) New Delhi 1982 2. Dervy T.K. and : The European World-(1870-1961) London-1964. Jarman T.Z. 3. Lich them, George : A Short History of Socialism (Glasgow-1976) 4. E. Lipson : Europe in the 19th and 20th Centuries – 1815-1939 (London – 1954) 5. Sea Burg P. : The Rise and Decline of the Cold War 6. Louis Gottsehalf : The Transformation of Modern Europe (Indian Edition) by Allied Pacific Private Ltd. 1962	
Course Code: DMAHS201	Core Course M.A.- Semester-11 Ancient Societies	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	



CO1.	Understanding the Bronze Age Civilization	
CO2.	Explaining the concept of The Geography and Pre-historic Background Mesopatamia.	
CO3.	Analyzing the Rome and Harappan Civilization.	
Course Content:		
Block-1:	Bronze Age Civilization Egypt (Old Kingdom) a. The Geography and Pre-historic Background b. State Structure	10 Hours
Block-2:	Bronze Age Civilization a. Society and Economy b. Religion and Contributions	12 Hours
Block-3:	Mesopatamia (Up to Aqquadian Empire) a. The Geography and Pre-historic Background b. State Structure c. Society and Economy d. Religion and Contributions	12 Hours
Block-4:	Greece a. Evolution of City-State and Political institutions, b. Economy and State c. Hellenic Thought d. Culture	10 Hours
Block-5:	Rome a. Rome State b. Economy and Society c. Roman law d. Literature and Culture e. Harappan Civilization Pre-Harappan and Early Harappan Cultures. Origin, authors and extent of the Harappan Civilization. Development of Harappan Civilization. Trade, Economy, Social and Religious Life. Decline and Legacy of Harappan Civilization	12 Hours
<u>Text Books:</u>	1.V. Gardon Childe, What Happened in History 2.J. M. Roberts, History of World 3.James H. Brented, History of Egypt	
<u>Reference Books:</u>	1.R. M. Adams, The evolution of Urban Society 2.J. N. Postgate, Early Mesopotamia 3.J. B. Bary and RusselMeiggs, A History of Greece 4.M. Cary and H. H. Sevdlord, A History of Rome	



Course Code: DMAHS202	Core Course M.A.- Semester-11 Medieval European Societies	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Carolingian Empire	
CO2.	Explaining the concept of The Imperial Age.	
CO3.	Analyzing the Feudalism Rise Features Causes for decline Chivalry	
Course Content:		
Block-1:	Carolingian Empire a. Downfall of Roman Empire b. Causes of Coronations of Charlemagne c. Significance of Coronation d. Administration of Charles the Great	10 Hours
Block-2:	Imperial Age a. Otto the great b. Frederic Barbarossa	12 Hours
Block-3:	a. Frederic-II b. Philip Augustus	12 Hours
Block-4:	Feudalism a. Rise b. Features c. Causes for decline d. Chivalry	10 Hours
Block-5:	Rise of Papacy a. Investiture Contest between Henry IV & Gregory VII b. Crusades: Causes and Effects	12 Hours
Text Books:	Thompson & Johnson, An Introduction to Medieval Europe Adams, Civilization during the Middle Ages Myres, A Short History of Ancient, Medieval and Modern Times, Vol-II	
Reference Books:	K. C. Choudhary, The Middle Ages H. A. L. Fisher, The Medieval Europe 2 Volumes J. B. Bury, The Cambridge Medieval History B. Virottam, Madhyakalin Europe kaItihaas DhanpatiPandey, Madhyakalin Europe	

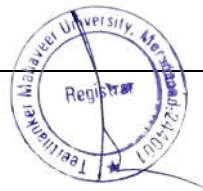


Course Code: DMAHS203	Core Course M.A.- Semester-11 Medieval Islamic World	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Background and emergence of Islam	
CO2.	Explaining the Background and emergence of Islam	
CO3.	Analyzing the Islamic State under Umayyad Dynasty and Evolution of Islamic State under Abbasid Dynasty	
Course Content:		
Block-1:	Background and emergence of Islam a. Geographical Condition of Arabian peninsula b. Social and Economic Conditions of Pre-Islamic Arabia	10 Hours
Block-2:	a. Religious and Political Conditions of Pre-Islamic Arabia b. Life and Teachings of Prophet Muhammad	12 Hours
Block-3:	Orthodox Caliphs a. Causes of Expansion of Islam, Character and Achievements of Orthodox Caliphs b. Abu Bakr c. Umar d. Usman & Ali	12 Hours
Block-4:	Islamic State under Umayyad Dynasty. a. Society b. Administrative Institutions c. Cultural Achievements d. Decline	10 Hours
Block-5:	Evolution of Islamic State under Abbasid Dynasty a. Society & Economy b. Administrative Institutions c. Cultural Achievements d. Decline	12 Hours
Text Books:	P. K. Hitti, A Short History of the Arabs Amir Ali, Short History of Saracenes. W. Muir, The Caliphate: Its Rise and Fall	



Reference Books:	T. W. Arnold, The Caliphate Hussai, The Arab Administration Md. Sayeed, Arab ki Sabhyata Bipin Bihari Sinha, Madhyakalin Islam K. P. Sahu, Islam- Udbhavaur Vikas
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Course Code: DMAHS204	Core Course M.A.- Semester-11 Modern Europe (1871-1945)	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Major International Crisis Moroccan Crisis, 1905, Bosnian Crisis, 1908	
CO2.	Explaining the First World War and its Causes .	
CO3.	Analyzing the Paris Peace Conference and rise of Great Powers Dynasty	
Course Content:		
Block-1:	Age of Bismarck a. Foreign Policy of Bismarck b. Berlin Congress 1878	10 Hours
Block-2:	Age of Bismarck a. Anglo French Entente, 1904 b. Anglo-Russian Convention, 1907	12 Hours
Block-3:	Major International Crisis a. Moroccan Crisis, 1905 b. Balkan Crisis, 1912-13	12 Hours
Block-4:	First World War a) Causes b) Responsibility c) Effects	10 Hours
Block-5:	d) Paris Peace Conference e) Rise of Great Powers Causes of Russian revolution, 1917 Rise of Hitler Rise of Mussolini Causes of Second World War.	12 Hours



<u>Text Books:</u>	S. B. Fay, The Origins of 1st World War Brandenburg, From Bismark to the World War N. Mansergh. The Coming of the first World War	
<u>Reference Books:</u>	Vinacke, History of the Far East R. R. Palmer, A history of the Far East E. H. Carr. The Bolshevik Revolution, 3 Vols C. J. Hayes, Contemporary Europe since 1870.	

<u>Course Code:</u> DMAHS301	Core Course M.A.- Semester-III Prehistory and Protohistory of India	L-5 T-0 P-0 C-5
<u>Course Outcomes:</u>	At the end of this course, the students will be-	
CO1.	Understanding the Pre-Historic Cultures and Survey of Sources	
CO2.	Explaining the Bronze Age Indus Valley Civilization: Chronology, Sites, distribution and extent Subsistence Economy: Agriculture, Arts and Crafts, Trade	
CO3.	Analyzing the The Dawn of the Iron Ages	
Course Content:		
Block-1:	Pre-Historic Cultures-I A. Perceptions of the Past B. Survey of Sources	10 Hours
Block-2:	Pre-Historic Cultures-II A. Palaeolithic Hunter-Gatherers: Tools, Sites, Subsistence B. The Mesolithic Transition; Rock Art	12 Hours
Block-3:	Pre-Historic Cultures-III A. Neolithic Cultures : Beginnings of Food Production, Mehrgarh and its significance B. Chalcolithic Cultures: Antecedents to the Harappan Culture	12 Hours
Block-4:	Bronze Age A. Indus Valley Civilization: Chronology, Sites, distribution and extent B. Subsistence Economy: Agriculture, Arts and Crafts, Trade C. Theories of Decline, Legacy Debate	10 Hours

Block-5:	The Dawn of the Iron Ages A. Introduction of Iron and its Impact: Debate B. Painted Grey Ware Cultures C. Peninsular India: Ash Mounds, Megalithic Cultures	12 Hours
Text Books:	1. Agrawal, D.P. and Chakrabarti, Dilip K. (Ed.) (1979). 2. Essays in Indian Protohistory. Delhi: B.R. Publishing Corporation. 3. Allchin, F.R.A. and Bridget Allchin. (1995). Origins of a Civilization	
Reference Books:	1. Prehistory and Early Archaeology of South Asia. New Delhi: Viking. 2. Chakrabarti, Dilip K. (1990). The External Trade of the Indus Civilization. New Delhi: Munshiram Manoharlal. 3. Gurukul, Rajan. (2010). Social Formations of Early South India. New Delhi: Oxford University Press. 4. Jha, D. N. (1998). Ancient India: In Historical Outline. Manohar Publishers. 5. Kosambi, D.D. (1956). An Introduction to the Study of Indian History. Bombay: Popular Book Depot. 6. Lahiri, Nayanjot. (Ed.) (2000). The Decline And Fall Of The Indus Civilization. Delhi: Permanent Black. 7. Majumdar, R. C. (1952). Ancient India. Delhi: Motilal Banarsidass.	

Course Code: DMAHS302	Core Course M.A.- Semester-III History of Medieval India- I	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Development and Teachings of Sufism and Bhakti Movement	
CO2.	Explaining the Foundation and Expansion of Delhi Sultanate , Administration: Central, Provincial and Local Levels.	
CO3.	Analyzing the Emergence and Consolidation of Vijaynagra Empire: Nature of State. Establishment of Bahamani Kingdom: Polity and Culture	
Course Content:		
Block-1:	A. Sources with Special Reference to Minhaj, Barani and Amir Khasrau. B. Foundation and Expansion of Delhi Sultanate. C. Administration: Central, Provincial and Local Levels.	10 Hours
Block-2:	A. Monarchy and Nobility. B. Nature of State. C. North-Western Frontier Policy.	12 Hours
Block-3:	Sufism: Development and Teachings.	12 Hours
Block-4:	Bhakti Movement: Background and Features.	10 Hours



Block-5:	A. Emergence and Consolidation of Vijaynagra Empire: Nature of State. B. Establishment of Bahamani Kingdom: Polity and Culture.	12 Hours
<u>Text Books:</u>	1.Chandra, Satish. Medieval India, Orient Blackswan, New Delhi, 2003. 2.ChattoPadhay, B.D., The Making of Early Medieval India ,O.U.P. New Delhi	
<u>Reference Books:</u>	Day. U. N., Administrative System of Delhi Sultanate 1206-1413, KitabMahal, Allahabad, 1959. Habib, Mohammad and Khaliq Ahmad Nizami, A Comprehensive History of India, Vol. 5, Peoples Publishing House, New Delhi, 1982. HabibullahA.B.M., The Foundation of Muslim Rule In India, Central Book Depot, Allahabad, 1961. Hamadani, Aga Hussain. North Western Frontier Polity of Sultans of Delhi, Atlantic Publishers New-Delhi, 1992. Jackson, Peter, The Delhi Sultanate: A Political and Military History, Cambridge University Press, 1999. Karashima, Nobru. Towards a New Formation; South Indian Society under Vijaynagra Rule, O.U.P, New-Delhi, 1992	

<u>Course Code:</u> DMAHS303	Core Course M.A.- Semester-III History of Modern India-I	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Development and Teachings of Sufism and Bhakti Movement	
CO2.	Explaining the Foundation and Expansion of Delhi Sultanate , Administration: Central, Provincial and Local Levels.	
CO3.	Analyzing the Emergence and Consolidation of Vijaynagra Empire: Nature of State.Establishment of Bahamani Kingdom: Polity and Culture	
Course Content:		
Block-1:	A. Perspectives on Modern India: A Conceptual Debate B. Eighteenth Century India: Polity and Emergence of Regional Powers C. Foundation of British Rule: Key Debates	10 Hours
Block-2:	A. Consolidation of the Empire: I. Imperial Ideologies of Governance: Orientalism, Liberalism and Paternalism II. Colonial Law and Civil Services B. Parliament and the Empire: Constitutional Development (1773-1857)	12 Hours
Block-3:	A. Peasant and Tribal Uprisings: Causes and Nature B. Revolt of 1857: Causes, Nature and Significance	12 Hours

Block-4:	A. Indirect Rule in India: Construction, Theory and Practice B. Princes and British Imperialism	10 Hours
Block-5:	Princely States: Polity, Economy and Society	12 Hours
<u>Text Books:</u>	1. Alavi, Seema, ed. 2002, The Eighteenth Century in India. New Delhi: Oxford University Press. 2. Asher and Talbot, 2006, India Before Europe, Cambridge University Press	
<u>Reference Books:</u>	1. Bandyopadhyay, Shekhar, 2004, From Plassey to Partition. Orient Longman. 2. Bayly, C. A., 1978, Origins of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India. Delhi: Oxford University Press. 3. Bose, Sugata and Jalal, Ayesha. 2004. Modern South Asia. Oxford University Press. 4. Cain, P. J and A.G Hopkins, 1993, British Imperialism: Innovation and Expansion, 1688- 1914. London and New-York: Longman. 5. Chhabra, G.S., 1962, Advanced Study in the History of Modern India. Sharanjit Books. 6. Chandra, Bipin, 1979, Nationalism and Colonialism in Modern India. New Delhi: Orient Longman. 7. Chandra, Bipin. 1966, Rise and Growth of Economic Nationalism in India. New Delhi: Peoples Publishing House. 8. Chandra, Bipin. 2009, Essays on Colonialism. Orient Blackswan. 9. Cohn, Bernard, 1966, Colonialism and its forms of Knowledge, Oxford University Press. 10. Desai, A. R., 1979, Peasant Struggles in India. Bombay: Oxford University Press.	

<u>Course Code:</u> DMAHS304	Viva – Voce – 2 MA- Semester-VI Dissertation Report (Based on Field Work/ MSR)	L-0 T-0 P-10 C-5
<u>Course Outcomes:</u>	On completion of the course, the students will be :	
CO1.	Understanding the meaning, objectives and principles of Indian and world History.	
CO2.	Understanding the steps in preparing a written survey report.	
CO3.	Developing an appropriate research design and skills to collect data.	
CO4.	Analyzing data to draw meaningful information.	
CO5.	Demonstrating the ability to prepare and present a report.	
	At the end of fifth semester examination, every student will prepare the report based on field work. The guidelines of report will be provided in the starting of sixth semester classes. During the course of training, the college will assign a problem/project to the student. The student, after the completion of analysis will submit a	

Guidelines:	<p>report to the College/Institute, which will be the part of sixth semester examination.</p> <p>The report will be evaluated by internal and external examiner. It will carry total of 100 marks divided into written report of 50 marks by external examiner and presentation of 50 marks in front of a panel of at least three faculty members appointed by Director/ Principal of the college.</p> <p>The external marks will be awarded by the external examiner who will be appointed by the examination division.</p>	
Format for Dissertation Report		
1.	Cover / Title Page	1 page



..... (Topic/Department/Area)

At

(Name of the Organization/Company)

In partial fulfillment for the award of the degree of MA (History)



Centre for Distance and Online Education

Teerthanker Mahaveer University, Moradabad. Uttar Pradesh

Submitted by:
Student Name
VI Semester

Submitted to
Guide Name
Designation

Year
CDOE, TMU

2	Table of content (Index) –with page numbers clearly identified	1page
3	Declaration by the student.	1page
4	Certificate (from the Company / Organization)	1page
5	Acknowledgement	1page

6	Organization/Company Profile (Background, History, Founder, Vision, Mission, Competitors, Organization Structure, Products, Milestones, Achievements, Address)				5-8 pages
7	Objectives of training.				1page
8	Student has to finalize topic from general training or problem centric training as per the consultation or guidance by the internal faculty Guide. The details of both the trainings are given below:-				
S. No.	General Training	Pages	S. No.	Problem Centered Training	Pages
8a	Introduction (department/s or the area assigned)	1-2	8a	Introduction to the topic	1-2
8b	Intern role during internship	1	8b	Research Objectives	1
8c	Role of (department/s or the area assigned) in the organization	2-3	8c	Research methodology	1-2
8d	Observations (including explanation of Processes)	6-8 (as per numbers of weeks training done)	8d	Data analysis & interpretation	5-8
8e	Key learning's	1-2	8e	Results & Findings	1-2
8f	Recommendations (if any)	1	8f	Recommendations& Suggestions	1
8g	Conclusion	1	8g	Limitations	1
			8h	Conclusion	1
			8i	References/ Bibliography	1

		<input type="checkbox"/>	8j	Appendices, viz., ➤ Questionnaire ➤ Checklist ➤ Tables etc.	1-3
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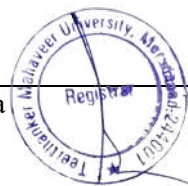
Plagiarism check will be done from point no.7 onwards. Plagiarism check will be done as per norms provided by the Examination Division of the University

Evaluation Scheme

Detail	Report Quality (Structuring, Formatting, Clarity in presenting data & facts)	Presentation	Assessors Evaluation as per Summer Internship Record Book	Viva Voce	Total
Internal	30	20	NA	NA	50
External	15	NA	15	20	50



Course Code: DMAHS401	Core Course M.A.- Semester-IV Socio-Economic and Cultural History of Medieval India: 1526-1739	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Society and Religion under the mughal Emperors	
CO2.	Explaining the Economic Cultural Development under the mughal Emperors	
CO3.	Analyzing the Literature: Persian, Hindi, Urdu and Eminent Scholars	
Course Content:		
Block-1:	Society and Religion: 1. Social condition of India on the eve of Babur's invasion 2. Bhakti Saints 3. Sufi Silsilas 4. Religious policies of the mughal Emperors	10 Hours
Block-2:	Economic: 1. Development of Trade and Industries 2. Commercial relations with the Europeans 3. Jagirdari and Zamindari System 4. Nature of Taxation: Agrarian and Non-Agrarian 5 Economic Policies: Sher Shah, Akbar Jahangir, Shahjahan, Aurangzeb 6. Currency System	12 Hours
Block-3:	Cultural Development: 1. Development of Architecture under Emperors 2. Painting and Calligraphy 3. Music 4. Cultural contribution of Nurjahan, Shahjahan and Dara Shikoh	12 Hours
Block-4:	1. Sources of the Period 2. Education	10 Hours
Block-5:	Literature: Persian, Hindi, Urdu and Eminent Scholars Library Gardens	12 Hours
Text Books:	1. A L Srivastava-Social and Cultural History of Medieval India 2. Harbans Mukhiya-The Mughals of India	



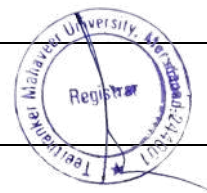
Reference Books:	1. Percy Brown-Indo-Islamic Architecture 2. S. A. A. Rizvi-Medieval India 3. Tara Chandra-Influence of Islam on Indian. 4. W H Moreland-1-India from Akbar to Aurangzeb 2- India at the death of Akbar
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Course Code: DMAHS402	Core Course M.A.- Semester-IV Economic History of India: 1740-1947	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Mercantilism and European economic interests in India: East India Co. and its rule in Bengal	
CO2.	Explaining the Land Revenue, the permanent settlement objectives, operations, effects and official	
CO3.	Analyzing the emergence of modern industries; artisans and craft products Handicraft industry under colonial rule; Deindustrialization	
Course Content:		
Block-1:	1. Economic Condition of India on the eve of the British conquest of Bengal 2. Mercantilism and European economic interests in India: East India Co. and its rule in Bengal 3. Agrarian conditions and Agrarian movements 4. Development of trade and commerce	10 Hours
Block-2:	Revenue: Sources and Administration 1. Land Revenue, the permanent settlement objectives, operations, effects and official 2. Ryotwari and mahalwari systems, consequences of the periodic settlements Other Sources-Tariff Excise (Taxation)	12 Hours
Block-3:	Increase in the cultivation, commercialization of Agriculture, cash crops, rural indebtedness. Famines and the attitude of the British administration	12 Hours
Block-4:	1. Conditions before the emergence of modern industries; artisans and craft products 2. Handicraft industry under colonial rule; Deindustrialization 3. Capital investments in India: indigenous and British effect 4. Modern industry before first great war, Labour problems, policies and legislation	10 Hours
Block-5:	1. Transport and communications, growth and expansion 2. Currency system during colonial rule 3. Drain of wealth 4. Economic thinkers	12 Hours



<u>Text Books:</u>	1. Bipan Chandra-Economic Nationalism 2. B. B. Mishra-Indian Provincial Finance	
<u>Reference Books:</u>	1. R. C. Dutt-Economic History of India- 2Vols 2. Dharma Kumar(ed.)-The Cambridge Economic History of India 3. V.B. Singh-Economic History of India 4. Socio-Economic and Cultural History of Contemporary India	

<u>Course Code:</u> DMAHS403	Core Course M.A.- Semester-IV Socio-Economic and Cultural History of Contemporary India: (1947-2000)	L-5 T-0 P-0 C-5
<u>Course Outcomes:</u>	At the end of this course, the students will be-	
CO1.	Understanding the Universal Declaration of H.R. Status of women	
CO2.	Explaining the Music and Dance(Classical , Folk)Theatre/ Film (electronic media, Newspapers)	
CO3.	Analyzing Industries –Development and Decline Growth of Handicrafts Green/White Revolutions Five year plans	
Course Content:		
Block-1:	Status of women/ Promotion of W.R. Human Rights: Universal Declaration of H.R. H.R. Treaties H.R. Bodies Check on H.R. Violations Fairs and Festivals Education Literature	10 Hours
Block-2:	1. Music and Dance(Classical , Folk) 2. Theatre/ Film (electronic media, Newspapers)	12 Hours
Block-3:	1. Eminent Personalities in various fields 2. Social Life, Politics, Religion, Culture	12 Hours



Block-4:	1. Industries –Development and Decline 2. Growth of Handicrafts 3. Green/White Revolutions 4. Labour-Problems, Policies, Legislation 5. Regional co-relation in South Asia(New Delhi Meeting August 1983)	10 Hours
Block-5:	1. Five year plans 2. Trade-Internal, External 3. Tariff excise and customs 4. I.M.F.- Aims, objectives(International Monetary Fund) 5. Food and Agricultural Organization 6. International Bank for Reconstruction and	12 Hours
<u>Text Books:</u>	1. Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee-India after Independence 1947-2000 2. Dharma Kumar(ed.)-The Economic History	
<u>Reference Books:</u>	1. Hiranmay Karlekar(ed.)-Independent India:The First Fifty years 2. Karuna Chanana(ed.)-Socialisation, Education and Women:Explorations in Gender Identity 3. M Chaudhuri-Indian Women’s Movement 4. Paul R. Brass-The Politics of India since Independence 5. S P Gupta, S P Asthana-Element of Indian Art 6. S Philip Rawson-Indian Painting	

<u>Course Code:</u> DMAHS404	OEC M.A.- Semester-IV Freedom Struggle of India: 1920-1947	L-5 T-0 P-0 C-5
<u>Course Outcomes:</u>	At the end of this course, the students will be-	
CO1.	Understanding the different type Movement such as Peasant satyagraha Khilafat/ Non- Cooperation Movement ,Quit India Movement	
CO2.	Explaining the Ideological Trends in the Congress	
CO3.	Analyzing the Ideologies of Moderates,Extremists, Revolutionaries,Regional cases	
Course Content:		
Block-1:	1. Peasant satyagraha 2. Khilafat/ Non- Cooperation Movement 3. Quit India Movement 4. Role of social groups and classes	10 Hours
Block-2:	1. Ideological Trends in the Congress 2. Peasant Struggle 3. I.N.A.	12 Hours



	4. Naval Meeting 5. Telangana	
Block-3:	Constitutional changes and Response-1 1. Minto-Morley Reforms 2. Act of 1919	12 Hours
Block-4:	Constitutional changes and Response-2 1. Simon Commission/ Nehru Report 2. Communal Award 3. Act of 1935 4. Wavell plan/ Cabinet Mission 5. Partition of India	10 Hours
Block-5:	Life Sketch Ideologies of: 1. Moderates 2. Extremists 3. Revolutionaries 4. Regional cases	12 Hours
<u>Text Books:</u>	1. A R Desai-Social Background of Indian Nationalism 2. Bipan Chandra (ed.)-India's Struggle for Independence 3. R.C. Majumdar-Struggle for Freedom-	
<u>Reference Books:</u>	1. S. N. Banerjee-A Nation in Making 2. S. R. Mehrotra-Emergence of Indian National Congress 3. Shekhar Bandopadhyay-National Movement in India 4. Subhash Chandra Bose-Indian Struggle	

<u>Course Code:</u> DMAHS405	OEC M.A.- Semester-IV History of the Marathas 1680-1761	L-5 T-0 P-0 C-5
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Understanding the Marathas rulers	
CO2.	Explaining the Maratha war of Independence	
CO3.	Analyzing the Administrative system of Maratha.	
	Course Content:	
Block-1:	Shambhuji Maratha war of Independence	10 Hours



Block-2:	Balaji Vishwanath Shahu	12 Hours
Block-3:	Baji Rao Ist Balaji Baji Rao	12 Hours
Block-4:	Third Battle of Panipat: Circumstances Result and significance	10 Hours
Block-5:	Administration of the Peshwas	12 Hours
<u>Text Books:</u>	1. A L Srivastava-Mughal Empire 2. B G Dighe-Peshwa Baji Rao I	
<u>Reference Books:</u>	1. Brij Kishore-Tarabai and her times 2. G. S. Sardesai-New History of the Marathas Vol. III (Hindi & English) 3. Grant Duff-History of the Marathas Vol. II 4. H N Sinha-The Rise of the Peshwas (First three Peshwas) 5. J N Sarkar-Rise and fall of the Mughal Empire 6. M G Ranade-Rise of the Maratha Power	



<u>Study Scheme</u>	
<u>SUMMARY</u>	
Institute Name	Centre for Distance and Online Education, TMU, Delhi Road, Moradabad
Programme	MA(History)
Duration	Two Years (Online Mode) (Four Semesters)
Medium	English/Hindi
<u>Credits</u>	
Minimum Credits Required for Degree	80
Eligibility for the program	Graduation Pass in any stream from recognized University.

5.3 Faculty and support staff requirement

Academic Staff	Number of Faculty Member
Programme Coordinator	1 Member
Course Coordinator	1 Member
Course Mentor	1 Member per batch of 250 students

5.4 Instructional delivery mechanisms

The Centre for Distance and Online Education, TMU comprises of faculty members and staff who are well versed in Online Education and Online delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.



Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/online lectures/Virtual Class
- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.
- Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

5.5 Identification of media—print, audio or video, online, computer aided

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seek answers to the same, by chat bot or course mentors.

5.6 Student Support Services

The Student Support services will be facilitated by the Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity card, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to conduct of end-semester examinations, evaluation and issue of certificates.



6. Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Centre for Distance and Online Education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. Academic programmes offered for such candidates under Online and Online Learning mode will be conducted by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Online Mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Online and Online application form available on CDOE- TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

6.1 Procedure for Admission:

Minimum Eligibility Criteria for admission: Graduation pass in any stream from recognized board.

Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Distance and Online Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.

Fee Structure and Financial assistance policy:

Suggested Fee for M.A programme is INR 5400/-per annum.



6.2 : Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Online and Online mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Online and Online Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
- Learning and delivery support from Course Mentors

Norms for Delivery of Courses in Online and Online Mode:

S. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Online Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	1 Credits	3 weeks	3 hours	6 hours	5	5	11	30
2.	2 Credits	6 weeks	6 hours	12 hours	10	10	22	60
3.	3 Credits	9 weeks	9 hours	18 hours	15	15	33	90
4.	5 Credits	15 weeks	15 hours	30 hours			44	120
5.	6 Credits	18 weeks	18 hours	36 hours	30	30	66	180

Learning Management System (LMS) to support Online and Online mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its



simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards-compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens, on both web and mobile platforms.

6.3 Evaluation Scheme

Evaluation Scheme:					
Assessment			Internal	External	Total
Theory			30	70	100
Practical/ Dissertations/ Project Reports			50	50	100
Class Test-1	Class Test-2	Class Test-3	Assignment(s)	Attendance	Total
Best two out of three					
10	10	10	05	05	30
Duration of Examination			External	Internal	
			3 Hours	1.5 Hours	
<p><i>To qualify the course a student is required to secure a minimum of 35% marks in aggregate including the semester end examination and teachers continuous evaluation.(i.e. both internal and external).A candidate who secures less than 35% of marks in a course shall be deemed to have failed in that course.</i></p>					

Question Paper Structure



1	<i>The question paper shall have two section – Section A and Section B. The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:</i>
2	<i>Section A: It shall consist of short answer type questions (approx. 50 words). This section will essentially assess CO’s related to lower order thinking skills (Remembering & Understanding). It will contain five questions with at least one question from each Block with internal choice having “or” option with optional question from the same Block. Each question shall have equal weightage of two marks and total weightage of this section shall be ten marks.</i>
3	<i>Section B shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & Creating or Remembering & Understanding) to be assessed and mapped with the course outcomes stated. It shall contain five questions with at least one question from each Block with an internal choice having “or” option with optional question from the same Block. Each question shall have equal weightage of twelve marks and total weightage of twelve marks and total weightage of this section shall be sixty marks.</i>
4	<i>Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.</i>
IMPORTANT NOTES:	
1	<i>The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom’s Taxonomy).</i>
2	<i>Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.</i>
3	<i>There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.</i>



7. Requirement of the Laboratory Support and Library Resources:

Laboratory Support

No lab based courses are offered in this program.

Library Resources

Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for M.A(History) programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Online Mode education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

8. Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

9. Quality assurance mechanism and expected programme outcomes

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. The ultimate achievement of M.A(History) programme of study may reflect the gaining of knowledge and skill in History area. Gaining of knowledge and skills in History may help the students to get new job, upgrading their position not only in employment, but also in the society.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents and employers will be received and analyzed for further improvement of the quality of the programme.

Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre for Distance and Online Education to conduct periodic review and assessments

and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by DOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

Centre for Internal Quality Assurance (CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally quality of programmes.

