

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

PROGRAMME OUTCOME OF B.A. (HISTORY)

The department of History offers three year undergraduate programme with honours in History. This programme has been designed to make the students of History familiar with significant developments in the History of India as well as History of the world civilization through different time periods. The students will have an opportunity to challenge and recreate the ideas of Historical developments which they have gone through the text available in schools. The programme has been designed in such a manner that the students get exposure of the various problems and conflicts of History which are essential for reconstruction of past. The components of History viz time, place and context are to be visualized by the students with a sense of history. The real stakeholder of the education system are encouraged to think critically and analyze different perspectives of Indian history. These all process are to be performed with the help of secondary text. The main purpose of the programme is to impact and inculcate the elementary ideas of the issues of history among the students and make them efficient enough for interpretation of historical events. Some of the thematic courses like Environmental studies as well as Hindi and English languages have also been designed to sensitize the students to contemporary concerns and equip them with the **lingual** fundamentals.

Apart from the theoretical knowledge and learnings the students are motivated towards community and social activities throughout the programmes like NSS/NCC/SWACHCHATA etc. such types of inclusion in the programme has been done to promote the leadership and community feeling among the students. In addition to this the students are engaged to the historical materials with an aim to enhance their vocabulary, terminology and discipline. These all are done through the written work, essays, projects, assignments and research papers. Besides all the above objectives of intellectual developments the students are prepared to be more mature through the development of a sense of citizenship, democratic conduct and making responsible political choices. The all-round development of students are aimed and projected at par with the areas of humanities and social sciences. In this way the program makes the students a critical thinker on the one hand and development of humanitarian spirit, empathy and compassion.

The graduates of the department do often branch out to different spheres of knowledge and domains of professional work besides pursuing higher studies within the discipline. It is expected that besides the skills specific to the discipline these wider life skills of argumentation and communication, attitudes and temperaments would ultimately enable learners to live rich, productive and meaningful life.

Schemes of Courses

Sem	Course Opted	Course Code	Name of the course	Remarks
I	Core-1	SS/HIST/C-101 L	History of India I	Compulsory
	Core -2	SS/HIST/C-102 L	Social Formation & Cultural Patterns of the Ancient World	
	Generic Elective (GEI)-1	SS/HIST/GE-101	Indian National Movement	Student of History (Hons) can opt for GE Courses from among Courses offered by Humanities and Social Sciences Departments.
	Ability Enhancement Compulsory Course (AECC)	SS/HIST/AE-101/HIST	Environmental Science	Compulsory
II	Core-3	SS/HIST/C-203 L	History of India II	Compulsory
	Core -4	SS/HIST/C-204 L	Social Formation & Cultural Patterns of the Medieval World	
	Generic Elective (GEI-B)-2	SS/HIST/GE-202	History and Culture of Chhattisgarh	Student of History (Hons) can opt for GE Courses from among Courses offered by Humanities and Social Sciences Departments.
	Ability Enhancement Compulsory Course (AECC)	SS/HIST/AE-201/ES	English Communication/ MIL (Hindi Communication)	Compulsory
III	Core-5	SS/HIST/C-205 L	History of India III (C. 750-1206)	Compulsory

	Core -6	SS/HIST/C-206 L	Rise of Modern West-I	
	Core - 7	SS/HIST/C-207 L	History of India IV (C. 1206-1550)	
	Generic Elective (GEII-A)-1	SS/HIST/GE-203	Making of Contemporary India	Student of History (Hons) can opt for GE Courses from among Courses offered by Humanities and Social Sciences Departments.
	Skill Enhancement Course (SEC -1)	SS/HIST/SEC-101	Understanding popular culture	Compulsory
IV	Core-8	SS/HIST/C-208 L	Rise of Modern West-II	Compulsory
	Core -9	SS/HIST/C-209 L	History India V of (C. 1550-1605)	
	Core - 10	SS/HIST/C-210 L	History India VI of (C. 1750-1857)	
	Generic Elective (GEII-B)-2	SS/HIST/GE-204	Issue in Contemporary World	Student of History (Hons) can opt for GE Courses from among Courses offered by Humanities and Social Sciences Departments.
	Skill Enhancement Course (SEC -2)	SS/HIST/SEC-102	Tourism: History and Application	Compulsory
V	Core-11	SS/HIST/C-211 L	History of Modern Europe I (1780-1939)	Compulsory
	Core -12	SS/HIST/C-212 L	History of India VII (C. 1605-1750)	
	Discipline Specific Elective (DSE-1)	SS/HIST/DSE-501B	A. History of United Sates of America-I(1776-1945) B. History of Chhattisgarh - I (9 th C. to 20 th C.)	Students to choose one out of the two courses.
	Discipline Specific Elective (DSE-2)	SS/HIST/DSE-502B	A. History of South-East Asia (The19 th Century) B. History of Modern-East Asia (1840-1919)	Students to choose one out of the two courses.

VI	Core-13	SS/HIST/C-213 L	History of India VIII (C. 1857-1950)	Compulsory
	Core -14	SS/HIST/C-214 L	History of Modern Europe II (1780-1939)	
	Discipline Specific Elective (DSE-3)	SS/HIST/DSE-503B	A. History of United States of America II (1776-1945) B. History of Chhattisgarh-II (9 th C. to 20 th C.)	Students to choose one out of the two courses.
	Discipline Specific Elective (DSE-4) + DSE-4 – Tutorial Or Dissertation/ Project Work followed by seminar	SS/HIST/DSE-504B+DSE-T-504B Or SS/HIST/PD	A. History of South-East Asia (The 20 th Century) B. History of Modern East Asia-II (1868-1945) Or Viva-Voce	Students to choose one out of the two courses. Or Viva-Voce

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B.A. (Hons') History based on CBCS System
(Three years/Six semesters)

School of Social Sciences: BA (Hon's): Subject: - History

Sem	Course Opted	Course Code	Name of the course	Credit	Hour / week
I	Core-1	SS/HIST/C-101 L	History of India I	5	5
	Core -1 Tutorial	SS/HIST/C-T-101	Tutorial-1 based on Core-1	1	1
	Core -2	SS/HIST/C-102 L	Social Formation & Cultural Patterns of the Ancient World	5	5
	Core -2 Tutorial	SS/HIST/C-T-102	Tutorial-2 based on Core-2	1	1
	Generic Elective (GEI)-1	SS/HIST/GE-101	Indian National Movement	5	5
	Generic Elective - Tutorial	SS/HIST/GE-T-101	Tutorial-1 based on Environmental issue	1	1
	Ability Enhancement Compulsory Course (AECC)	SS/HIST/AE-101/HIST	Environmental Science	4	4
	ECA	SS/EC/ECA-101	ECA-Extracurricular activity/Educational Tour/ Field visit/ Industrial training/NSS/Yoga/ Swachhta/ sports/ community service/ others	2	2
			TOTAL	24	24
II	Core-3	SS/HIST/C-203 L	History of India II	5	5
	Core -3 Tutorial	SS/HIST/C-T-203	Tutorial-3 based on Core-3	1	1
	Core -4	SS/HIST/C-204 L	Social Formation & Cultural Patterns of the Medieval World	5	5
	Core -4 Tutorial	SS/HIST/C - T-204	Tutorial-4 based on Core-4	1	1
	Generic Elective (GEI-B)-2	SS/HIST/GE-202	History & Culture of Chhattisgarh	5	5
	Generic Elective - Tutorial	SS/HIST/GE-T-202	Tutorial-2 based on Contemporary India	1	1
	Ability Enhancement Compulsory Course (AECC)	SS/HIST/AE-201/ES	English Communication/ MIL (Hindi Communication)	4	4
	ECA	SS/EC/ECA-102	ECA-Extracurricular activity/Educational Tour/ Field visit/ Industrial training/NSS/yoga/ Swachhta/ sports/ community service/ others	2	(2)
			Total	24	24

SUMMER Internship: 15 days (Optional)		SwayamSwachhta / NSS / Industrial/ others		2	100
III	Core-5	SS/HIST/C-205 L	History of India III (C. 750-1206)	5	5
	Core -5 Tutorial	SS/HIST/C-T-205	Tutorial-5 based on Core-5	1	1
	Core -6	SS/HIST/C-206 L	Rise of Modern West-I	5	5
	Core -6 Tutorial	SS/HIST/C-T-206	Tutorial-6 based on Core-6	1	1
	Core - 7	SS/HIST/C-207 L	History of India IV (C. 1206-1550)	5	5
	Core – 7 Tutorial	SS/HIST/C-T-207	Tutorial-7 based on Core-7	1	1
	Generic Elective (GEII-A)-1	SS/HIST/GE-203	Making of Contemporary India	5	5
	Generic Elective - Tutorial	SS/HIST/GE-T-203	Tutorial-3 based on Environmental issue	1	1
	Skill Enhancement Course (SEC -1)	SS/HIST/SEC-101	Understanding popular culture	4	4
			Total	28	28
IV	Core-8	SS/HIST/C-208 L	Rise of Modern West-II	5	5
	Core -8 Tutorial	SS/HIST/C-T-208	Tutorial-8 based on Core-8	1	1
	Core -9	SS/HIST/C-209 L	History India V of (C. 1550-1605)	5	5
	Core -9 Tutorial	SS/HIST/C-T-209	Tutorial-9 based on Core-9	1	1
	Core - 10	SS/HIST/C-210 L	History India VI of (C. 1750-1857)	5	5
	Core – 10 Tutorial	SS/HIST/C-T-210	Tutorial-10 based on Core-10	1	1
	Generic Elective (GEII-B)-2	SS/HIST/GE-204	Issues in Contemporary World	5	5
	Generic Elective - Tutorial	SS/HIST/GE-T-204	Tutorial-2 based on Contemporary India	1	1
	Skill Enhancement Course (SEC -2)	SS/HIST/SEC-102	Understanding Heritage	4	4
			Total	28	28
SUMMER Internship: 15 days (Optional)		SwayamSwachhta / NSS / Industrial/ others		2	100
V	Core-11	SS/HIST/C-211 L	History of Modern Europe I (1780-1939)	5	5
	Core -11 Tutorial	SS/HIST/C-T-211	Tutorial-11 based on Core-11	1	1
	Core -12	SS/HIST/C-212 L	History of India VII (C. 1605-1750)	5	5
	Core -12 Tutorial	SS/HIST/C-T-212	Tutorial-12 based on Core-12	1	1
	Discipline Specific Elective (DSE-1)	SS/HIST/DSE-501B	A. History of United Sates of America-I(1776-1945) B. History of Chhattisgarh - I (9th C. to 20th C.)	5	5
	DSE-1 - Tutorial	SS/HIST/DSE-T-501B	Tutorial-1 based on DSE-1	1	1
	Discipline Specific Elective (DSE-2)	SS/HIST/DSE-502B	A. History of South-East Asia (The19thCentury) B. History of Modern-East Asia (1840-1919)	5	5
	DSE-2 - Tutorial	SS/HIST/DSE-T-	Tutorial-2 based on DSE-2	1	1

		502B			
			TOTAL	24	24
VI	Core-13	SS/HIST/C-213 L	History of India VIII (C. 1857-1950)	5	5
	Core -13 Tutorial	SS/HIST/C-T-213	Tutorial-13 based on Core-13	1	1
	Core -14	SS/HIST/C-214 L	History of Modern Europe II (1780-1939)	5	5
	Core -14 Tutorial	SS/HIST/C-T-214	Tutorial-14 based on Core-14	1	1
	Discipline Specific Elective (DSE-3)	SS/HIST/DSE-503B	A. History of United States of America II (1776-1945) B. History of Chhattisgarh-II (9th C. to 20th C.)	5	5
	DSE-3 - Tutorial	SS/HIST/DSE-T-503B	Tutorial-3 based on DSE-3	1	1
	Discipline Specific Elective (DSE-4) + DSE-4 – Tutorial Or Dissertation/ Project Work followed by seminar	SS/HIST/DSE-504B+DSE-T-504B Or SS/HIST/PD	A. History of South-East Asia (The 20th Century) B. History of Modern East Asia-II (1868-1945) Or Viva-Voce	5+1=6 Or 5 +1=6	6
			TOTAL	24	24
		TOTAL Credits	152 + 4 (SI)		

As per UGC CBCS guidelines, University / departments have liberty to offer GE and SEC courses offered by any department to students of other departments. The No. of GE course is four. One GE course is compulsory in first 4 semesters each. In present scheme it is proposed to have minimum two GE courses (from one subject) in first two semester after which student shall change two GE for another subject in 3rd and 4th semester, so that all the student can have exposure of one additional subject. **(Subject to approval by the competent authority)**

DEPARTMENT OF HISTORY
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Generic Electives of History

For the Students from other departments of School of Studies in Arts and Social Sciences who will choose History as Generic Elective.

Sem.	Code	Course Title	Remarks
I	GE 101	Indian National Movement	For the students from other departments who will choose History as Generic Elective
II	GE 202	History and Culture of Chhattisgarh	For the students from other departments who will choose History as Generic Elective
III	GE 203	Making of Contemporary India	For the students from other departments who will choose History as Generic Elective
IV	GE 204	Issue in Contemporary World	For the students from other departments who will choose History as Generic Elective

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Skill Enhancement Course (SEC) of History

For the Students from different Schools of Studies in the university who will choose History as Skill Enhancement Course (SEC).

Sem.	Code	Course Title	Remarks
III	SEC-1	Understanding Popular Culture	For the students from other departments who will choose History as SEC.
IV	SEC-2	Tourism: History and Application	For the students from other departments who will choose History as SEC.

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**Scheme of UG Examination in History Under
Choice Based Credit System (CSBS)**

Courses	FULL MARKS (End Sem 70+30) Internal assessment	Credits Theory +Tutorial
Core Courses (14 Papers)	100 x14=1400	14X6=84
Discipline Specific Elective (04 Papers)	100x4=400	04x6=24
Generic Elective/Interdisciplinary (04 Papers)	100x4=400	4X6=24
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Ability Enhancement Compulsory Courses (AE) (2 Papers of 4 Credits each)	100 x 2=200	4X2=8
Skill Enhancement Courses (SE) (2 Papers of 4 Credits each)	100x4=200	4X2=8
Total Credit/Marks	2700	152 Credits

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SEMETER - FIRST

DEPARTMENT OF HISTORY
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(Revised) Detailed Syllabus
Core Course-14

B.A. (Hons) History

Core Course I

History of India-1

Course Objectives:

The course intends to provide not only an extensive survey of early Indian history to the students of the prestigious history honors course but also familiarize them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course empowers the students not only with the significance of sources in history writing but make them aware with the importance of environmental factors in the study of history. Spanned over a very long period of our ancient past, from pre-historic times up to the end of Vedic cultures in India, the course dwells upon major landmarks of ancient Indian history like beginning of the food production, Harappan civilization and Vedic cultures to name a few.

Learning Outcome:

After completing the course the students will be able to understand the significance of and role of environment in history and become an aware citizen towards protection of environment. They will be able to understand the trajectory of prehistory in India's past and transition to proto-history from prehistory along with their characteristic features. The students will be able to understand the pre and early historic technological development and their contribution in the development of human civilization in India. They will also be able to understand the significance of regions in history and the issues related to them.

PAPER I: HISTORY OF INDIA- I

I. Reconstructing Ancient Indian History

[a] Sources and Interpretation

II. Pre-historic hunter-gatherers

[a] Paleolithic cultures

[b] Mesolithic cultures

III. The advent of food production

[a] Neolithic and Chalcolithic cultures

IV. The Harappan civilization

[a] Origins; settlement patterns and town planning

[b] Craft productions and trade

[c] Social and political organization

[d] Religious beliefs and practices; art

V. Cultures in transition

[a] Settlement patterns, technological and economic developments

[b] Social stratification; political relations

[c] Religion and philosophy; the Aryan Problem.

North India (circa 1500 BCE-300 BCE)

Central India and the Deccan (circa 1000 BCE - circa 300 BCE)

Tamilakam (circa 300 BCE to circa CE 300)

ESSENTIAL READINGS:

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. R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995.
4. D. P. Agrawal, The Archaeology of India, 1985.
5. Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.
6. A. L. Basham, The Wonder that Was India, 1971.
7. D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
8. D. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
9. H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. With Commentary by B. N. Mukherjee, 1996.
10. K. A. N. Sastri, ed., History of South India, OUP, 1966.
11. Upinder Singh, A History of Ancient and Early Medieval India, 2008.
12. Romila Thapar, Early India from the Beginnings to 1300, London, 2002.
13. Irfan Habib, A People's History-Vol. -1, PreHistory, 2001.
14. ---Vol.-2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C., 2002.

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Core Course II

Social Formations and Cultural Patterns of the Ancient World-I

Course Objectives:

This paper offers a historical survey of human evolution. It details the features of material culture of early humankind by tracing the transitions from the hunting-gathering subsistence pattern to gradually more advanced human subsistence patterns involving domestication of animals and food production. While doing so the paper highlights how such changes were gradual and did not unfold uniformly in all parts of the world; thereby allowing for coexistence of different subsistence forms. The impact of changing subsistence patterns on the social structure, tool production, settlement patterns, cultural practices, etc. are discussed through important case studies from West Asia, East Asia, Europe and Meso-America. The paper proceeds to familiarize students with early urban civilizations, and the interface between urban settled communities and nomadic pastoral communities. It concludes with an important debate on the advent of iron technology.

Learning Outcomes:

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

- Describe key moments in human evolution and the development of various subsistence patterns.
- Explain the differences between various forms of early human societies.
- Delineate the significance of early food production and other factors that propelled the gradual development of urban civilizations.
- Analyse the features of early urban civilizations and their interaction with nomadic pastoralists.
- Analyze the role of developing metal technology in human societies. \

PAPER II: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

I. Evolution of humankind

[a]Paleolithic and Mesolithic cultures

II. Food production

[a]Beginnings of agriculture and animal husbandry

III. Bronze Age Civilizations (With reference to any one)

[a] Egypt (Old Kingdom)

[b] Mesopotamia (Up to the Akkadian Empire)

IV. Nomadic groups in Central and West Asia

[a] Advent of iron and its implications

V. Slave society in ancient Greece

[a] agrarian economy, urbanization, trade

VI. Polis in ancient Greece

[a]Athens and Sparta; Greek Culture

ESSENTIAL READINGS

1. Burns and Ralph. World Civilizations.
2. Cambridge History of Africa, Vol. I.
3. V. Gordon Childe, What Happened in History.
4. G. Clark, World Prehistory: A New Perspective.
5. B. Fagan, People of the Earth.
6. Amar Farooqui, Early Social Formations.
7. M. I. Finley, The Ancient Economy.
8. Jacquetta Hawkes, First Civilizations.
9. G. Roux, Ancient Iraq.
10. BaiShaoyi, An Outline History of China.
11. H. W. F. Saggs, The Greatness that was Babylon.
12. B. Trigger, Ancient Egypt: A Social History.
13. UNESCO Series: History of Mankind, Vols. I - III./ or New ed. History of Humanity.
14. R. J. Wenke, Patterns in Prehistory.

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Generic Elective Paper I: Indian National movement

Course Objective:-

The Course has been designed to enable the students of history to make an understanding of the different socio- economic and Political events during modern times. After the first spar of rebellion the eve of Gandhi and several other contemporary movements made the India struggle for independence very important for a historian. Various ideologies and movements' leading the struggle made the movements and contemporary politics more worth. These all ultimately resulted into the independence of India. The main objective of the course is to make the student understand all these all happenings.

Learning Outcomes:-

1. To developed an understanding the causes and nature of Uprising of 1857 revolt.
2. To developed an understanding the different movements salving British India.
3. Nationalistic approaches of National Moments.
4. Causes responsible for partition of India.
5. This course will help students to understand Gandhian philosophy in a critical and analytical manner. It will also help in describing the impact of Gandhian thought on Indian politics. It will help in identifying and explaining selected approaches and methods that historians have used to study the history of anti-colonial Indian politics.

Paper I: Indian National movement

I. Growth of Nationalism in 19th Century

[a]The Revolt of 1857

[b]Rise of Nationalism

[b]Establishment of Indian National Congress.

II .Nationalism :Trends Up to Gandhian era

[a]Partition of Bengal &Swadeshi Movement & Its Impact

[b]Rise of Growth of Communalism.

[c]Home Rule League

III. Gandhian Movements. After 1919

[a]The Non-Co-operation Movement 1920-22

[b]The Civil Disobedience movement

[c]The Quite India Movement

IV. Revolutionary Movements

[a]Militarily Revolutionary Activities in India & Abroad

[b]Subhash Chandra Bose & INA

V. Independence & Partition of India

[a]Ideologies and Practices: Hindu Mahasabha, Muslim League

[b]Causes Responsible of Partition

ESSENTIAL READINGS

1. SumitSarkar,Modern India.
2. R.C. Mazumdar, History of Freedom Movement, Vol. III.
3. Bipin Chandra, India's Struggle for Independence.
4. Tarachand, Modern India History of the Freedom Movement in India, Vol. IV.
5. Philips &Wain Wright, A Documentary Study of British Policy towards Indian Nationalism.
6. B.L. Grover, Modern India
7. RafiqZakaria, The Rise of Muslims in Indian Politics (1888-1905).
8. A.R. Desai, Social Background of Indian nationalism.
9. AmiyaBagchi, Social & Religious Reform: The Hindus of British India.
10. Judith Brown, Gandhi's Rise to Power 1915-22.

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SEMETER - SECOND

DEPARTMENT OF HISTORY
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Core Course III - HISTORY OF INDIA -II

Course Objectives:

This course is about early historical developments taking place in Indian history. It shows the transition from proto to early historical phase leading to civilization progress. Highlighting historical features of early historical times the course tries to trace the emergence of state system from proto-state stage and at the same time seeks to underline the important development in the arena of economy, society and culture. The purpose of this course is to familiarize the students with different types of state systems of early India and their features from the Mauryan to Post Gupta times with corresponding changes in economy, society and culture.

Learning Outcome:

After completing this course the students will be able to understand the processes and the stages of various types of state systems like monarchy, republics, centralized states and the process of the beginning of feudalism in early India. They will be able to know the features and stages of civilization in ancient Indian history. They will also be familiar with the process of urbanization and deurbanization & monetization and demonetization in early India. This paper will also familiarize the students with the process of social changes along with progress in literature, science, art and architecture.

PAPER III: HISTORY OF INDIA -II

I. Economy and Society (300 BC to 300 AD)

- [a] Expansion of agrarian economy
- [b] Urban growth: north India, central India and the Deccan
- [c] Social stratification

II. Changing political formations (300 BC to 300 AD)

- [a] The Mauryan Empire
- [b] Post-Mauryan Polities: Kushanas and Satavahanas

III. Towards early medieval India [400 AD to 750 AD]

- [a] Agrarian expansion
- [b] The problem of urban decline
- [c] Varna, proliferation of jatis
- [d] The nature of polities: the Gupta Empire; Post- Gupta polities -Pallavas, Chalukyas, and Vardhanas

IV. Religion, philosophy and society (300 BC to 750 AD)

- [a] Consolidation of the Brahmanical tradition
- [b] The beginnings of Tantricism

V. Cultural developments (300 BC to 750 AD)

- [a] A brief survey of Sanskrit, Pali, Prakrit and Tamil literature
- [b] Art and architecture of the Mauryan and the Gupta

ESSENTIAL READINGS

1. B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.
2. D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
3. D. D. Kosambi, An Introduction to the Study of Indian History, 1975.
4. S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.
5. B. P. Sahu (ed), Land System and Rural Society in Early India, 1997.
6. K. A. N. Sastri, A History of South India.
7. R. S. Sharma, Indian Feudalism, 1980.
8. R.S.Sharma, Urban Decay in India, c.300- C1000, Delhi, Munshiram Manohar Lal, 1987.
9. Romila Thapar, Asoka and the Decline of the Mauryas, 1997.
10. Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.

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Core Course IV

Social Formations and Cultural Patterns of the Ancient and Medieval World-II

Course Objectives:

This paper traces the changing political formations, economic and social structures in the ancient Greek and Roman empires. It also closely examines the nature of European feudal societies and the medieval economy of Europe during the 8th to 14th centuries. The paper contextualises the development of a crisis within the backdrop of marked changes within the medieval economy, society and polity. It concludes with a detailed overview of Islamic societies that emerged in West Asia.

Learning Outcome:

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

- Identify the key historical features of Classical Greece and Rome.
- Explain the emergence of medieval polities and feudal institutions.
- Explain the trends in the medieval economy and their impact on social, cultural and religious life.
- Analyse the rise of Islam and the transition to state formation in West Asia.
- Discuss the development of various spiritual, literary and broader urban traditions. \

PAPER IV: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

I. Roman Republic: Participate and Empire & slave society in ancient Rome

II. Religion and culture in ancient Rome

III. Crises of the Roman Empire

IV. Economic developments in Europe (700 AD to 1400 AD)

[a] Organization of production, towns and trade, technological developments

[b] Crisis of feudalism

V. Religion and culture in medieval Europe

VI. Societies in Central Islamic Lands

[a] The tribal background, ummah, Caliphate; rise of Sultanates

[b] Religious developments: the origins of shariah, Mihna, Sufism

[c] Urbanization and trade

ESSENTIAL READINGS

1. Perry Anderson, Passages from Antiquity to Feudalism.
2. Marc Bloch, Feudal Society, 2 Vols.
3. Cambridge History of Islam, 2 Vols.
4. Georges Duby, The Early Growth of the European Economy.
5. Fontana, Economic History of Europe, Vol. I (relevant chapters).
6. P. K. Hitti, History of the Arabs.
7. P. Garnsey and Saller, The Roman Empire.
8. S. Ameer Ali, The Spirit of Islam.
9. J. Barrowclough, The Medieval Papacy.
10. M.G.S. Hodgson, The Venture of Islam.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Generic Elective
Paper II: History & Culture of Chhattisgarh

Course Objectives:

- 1 Study of the political developments of Chhattisgarh state.
- 2 Study of the tribal culture and folk arts of Chhattisgarh.
- 3 Study of the tourism opportunities of Chhattisgarh.

Learning Outcome:

- 1 The students will be able to understand the whole regional history.
- 2 Will be able to elaborate the regional cultural developments.
- 3 Will be acquainted with the main festivals and folk life of the Chhattisgarh.

Paper II: History & Culture of Chhattisgarh

I. Political Life of Ancient and Medieval Chhattisgarh

- [a] History of Chhattisgarh from Vedic Age to Gupta Period
- [b] Major Dynasties –Rajarshitulya, Som, Pandu, Nal etc.
- [c] Kalchuri Dynasty

II. Chhattisgarh under the Marathas (1741-1854)

- [a] Invasion of Maratha's in Chhattisgarh
- [b] History of Chhattisgarh under Maratha's 1741-1854
- [c] Administrative System of Maratha Ruler in Chhattisgarh

III. National Awakening in Chhattisgarh

- [a] Swaraj Movement in Chhattisgarh
- [b] Non-Cooperation, Civil Disobedience, individual Satyagrah, Quit India Movements in Chhattisgarh

IV. Folk & tribal Culture of Chhattisgarh

- [a] Folk Arts & Literature of Chhattisgarh
- [b] Folk Songs of Chhattisgarh
- [c] Chief Fares & Festivals of Tribal's in Chhattisgarh.

V. Major Historical & Tourist Places in Chhattisgarh

- [a] Historical tourist places in Chhattisgarh
- [b] National Park, Centuries & Water Falls in Chhattisgarh

ESSENTIAL READINGS

1. P.L. Mishra –Political History of Chhattisgarh.
2. R.N. Mishra- British Kaleen Chhattisgarh kaItihas.
3. A.K. Shukla- History of Freedom Movement in Chhattisgarh.
4. Bhagwaan Singh Verma- Chhattisgarh kaItihas.
5. Shakuntalaverma- Chhattisgarh Mein LokJeevan Ur LokSahgityakaAdhyayan.
6. PyareLalGupt- Pracheen Chhattisgarh.
7. R.N. Mishra & L.D. Jha- Chhattisgarh KarajnitikEvamSanskritikItihas.
8. Dr. Sanjay Alang- Chhattisgarh-ItihasAurSanskriti.
9. MadanLal Gupta- Chhattisgarh Digdarshan I & II.
10. Dr. P. Shukla, Dr. S. Pndey, Dr. M. Shukla- Chhattisgarh meinParyatan.
11. AcharyaRaam- Tourism & Cultural Heritage of India.
12. Dr. T.D. Sharma- Chhattisgarh KePryatanSthal.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

SEMESTER - THIRD

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Core Course V

History of India- III (c. 750-1206)

Course Objective:

This course is designed to make the students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the 'early medieval period' (c. A.D. 750 - A.D. 1206) of Indian history. With its focus on the multiple approaches to the various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

Learning Outcomes:

After finishing the course, a learner would be able to

- Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages

PAPER V: HISTORY OF INDIA III (c. 750 -1206)

I. Studying Early Medieval India:

[a] Historical geography Sources: texts, epigraphic and numismatic
Origin of the Rajputs

II. Political Structures:

[a] New Political Structures, Rashtrakutas, Palas, Pratiharas,
Rajputs and Cholas

[b] Arab conquest of Sindh

[c] Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

III. Agrarian Structure :

[a] Agricultural expansion

[b] Landlords and peasants

[c] Tribes as peasants

IV. Trade and Commerce:

[a] Inter-regional trade

[b] Maritime trade

[c] Forms of exchange

[d] Process of urbanization

V. Religious and Cultural Developments:

[a] Bhakti, Buddhism and Jainism; Popular religious cults

[b] Regional languages and literature

[c] Art and architecture

ESSENTIAL READINGS

1. R.S. Sharma, Indian Feudalism (circa 300 - 1200).
2. B.D. Chattopadhyaya, The Making of Early Medieval India.
3. R.S. Sharma and K.M. Shrimali, eds, Comprehensive History of India, Vol. IV (A & B).
4. Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate.
5. Hermann Kulke, ed., The State in India (AD 1000 - AD 1700).
6. N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850 -1800).
7. Derryl N. Maclean, Religion and Society in Arab Sindh.
8. Irfan Habib, Medieval India: The Study of a Civilization.
9. Richard Davis, Lives of Indian Images.
10. Romila Thapar, Somanatha: The many Voices of the History.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Core Course VI

Rise of the Modern West-1

Course Objectives:

The paper familiarizes the student with important transitions and transformations that unfolded gradually in the sphere of the economy, political realm, social and cultural life from late medieval period onwards in various parts of Europe. The course shall critically examine the shifting dynamics of economic and political power within Europe, Europe's contact with the 'New World', and the peculiarities of the processes by which Europe's economy thrived via colonial expansion and exploitation of slave labour. Students shall also be made to engage with emerging trends in state formation; new art forms, city life and patronage; and the social milieu in which new socio-religious practices and relations between the state and religious authority emerged.

Learning Outcomes:

On completion of this course, students will be able to:

- Outline important transitions that took place in Europe and marked a significant break from earlier economic, social and political conditions.
- Explain the process by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life.
- Critically analyse the linkages between Europe's political economy and trading structure and those of the colonised world.
- Evaluate the developments in social cultural and religious trends and their connections with major economic transitions and changing dynamics of state formation

PAPER VI: RISE OF THE MODERN WEST – I

I. Transition from feudalism to capitalism

[a] Problems

II. Early colonial expansion

[a] Motives, voyages and explorations

[b] The conquests of the Americas

III. Renaissance

[a] Its social roots, city-states of Italy

[b] Spread of humanism in Europe, Art

IV. Origins, course and results of the European Reformation in the 16th century.

V. Economic developments of the sixteenth century

[a] Shift of economic balance from the Mediterranean to the Atlantic

[b] Commercial Revolution, Influx of American Silver and the Price Revolution

VI. Emergence of European state system

[a] Spain

[b] France

[c] England

[d] Russia

ESSENTIAL READINGS

1. T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate* H. Butterfield, *The Origins of Modern Science*.
2. Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000 -1700*. 3rd ed. (1993).
3. D. C. Coleman (ed.), *Revisions in Mercantilism*.
4. Ralph Davis, *The Rise of the Atlantic Economics*.
5. Maurice Dobb, *Studies in the Development of Capitalism*.
6. J. R. Hale, *Renaissance Europe*.
7. R. Hall, *From Galileo to Newton*.
8. Christopher Hill, *A Century of Revolutions*.
9. Rodney Hilton, *Transition from Feudalism to Capitalism*.
10. H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*.
11. Stephen J. Lee, *Aspects of European History, 1494 - 1789*.
12. G. Parker, *Europe in Crisis. 1598- 1648*.
13. G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century*.
14. J. H. Parry, *The Age of Reconnaissance*.
15. Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.
16. V. Poliensiky, *War and Society in Europe, 1618 - 48*.
17. Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
18. V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400 - 1715*.
19. Jan de Vries, *Economy of Europe in an Age of Crisis 1600 ù 1750*.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Core Course VII

History of India- IV (c. 1206-1550 AD)

Course Objective:

This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti 'movement' are explained to the students. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.

Learning Outcome:

At the end of the course, learners would be:

- Familiar with the different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Able to critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times

PAPER VII: HISTORY OF INDIA -IV (1206 AD to 1550 AD)

I. Interpreting the Delhi Sultanate

[a] Survey of sources

[b] Persian tarikh literature

II. Sultanate Political Structures

[a] Sultanate of Delhi; The Khaljis and the Tughluqs; and Timur's invasion; The Lodis, the battle of Panipat

[b] Theories of kingship; Sufis, ulama

[c] Bahamanis, Vijayanagar

III. Society and Economy

[a] Iqta and the revenue-free grants

[b] Agricultural production; technology

[c] Changes in rural society; revenue systems

IV. Religion, Society and Culture

[a] Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles

[b] Bhakti movements and monotheistic traditions in South and North India

ESSENTIAL READINGS

1. Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate.
2. Satish Chandra, Medieval India I.
3. Peter Jackson, The Delhi Sultanate.
4. Catherine Asher and Cynthia Talbot, India Before Europe.
5. Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol. I.
6. K.A. Nizami, Religion and Politics in the Thirteenth Century.
7. W.H. McLeod, Karine Schomer, et al, Eds, The Sants.
8. S.A.A. Rizvi, A History of Sufism in India, Vol. I.
9. Mohibul Hasan, Historians of Medieval India.
10. Burton Stein, New Cambridge History of India: Vijayanagara.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Generic Elective
Paper III: Making of Contemporary India

Course Objective:

This course introduces the students to various perspectives on India's evolving political, economic and cultural situations from the 1950's to the 1990's. The course intends to familiarize the students with the dynamic transformation of Indian society and its political expressions. Students will study the transformation of political organizations, the emergence of new forms of political mobilization and emerging challenges to Indian democracy.

Learning Outcomes:-

Students will be able to comprehend wide ranging topics of contemporary interest in the context of India from the 1950's to the 1990's.

Paper III: Making of Contemporary India

I. Towards Independence and Emergence of the New State

- [a] Government of India Act 1935
- [b] Working of the GOI Act
- [c] Negotiations for Independence and Popular Movements
- [d] Partition: Riots and Rehabilitation

II. Making of the Republic - The Constituent Assembly

- [a] Drafting of the Constitution Integration of Princely States

III. Indian Democracy at Work c1950- 1970s

- [a] Language, Region, Caste and Religion
- [b] Electoral Politics and the Changing Party System
- [c] Regional Experiences India and the World
- [d] Non Aligned Movement

IV. Economy Society and Culture c 1950-1970s

- [a] The Land Question, Planned Economy, Industry and Labour Science and Education
- [b] The Women's Question: Movements and Legislation
- [c] Cultural Trends: Institutions and Ideas, Literature, Media, Arts

ESSENTIAL READINGS

1. Granville Austin, Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011.
2. Francine Frankel, India's Political Economy, 1947-2004, New Delhi: Oxford University Press, 2006.
3. Paul Brass, The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
4. Ram Chandra Guha, India after Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007.
5. Bipan Chandra, et al (ed) Indian After Independence, New Delhi: Penguin Books, 1999.
6. Appadurai, Domestic Roots of India's Foreign Policy 1947-1972, New Delhi: Oxford University Press, 1979.
7. Rajni Kothari, Politics in India, New Delhi: Orient Longman, 1970.
8. Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge University Press, 2007.
9. Sunil Khilnani, The Idea of India, Penguin Books, New Delhi, 2004.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Skill Enhancement Courses (SEC)

Paper-I: Understanding Popular Culture

Course Objective:-

The paper examines some popular cultures expressed in different mediums like visual, oral and cultural. In the process of their evolution, these cultures eclectically draw from traditions, art culture anxieties, and even give rise to new traditions. The paper endeavors to equip students with understanding such phenomena historically, with special reference to India. It is imperative that the students use electronic devices to view, record, and document the subject matter.

Culture is a very important aspect of human life and it facilitates interconnectedness of societies over vast geographical expanse. The course aims to provide an overview of the various forms of the living Indian popular cultural practices. Exploring the interface between various forms of popular culture and their historical evolution, the objective would be to sensitize the learners to the rapidly evolving domain of popular culture.

Learning Outcomes:-

The course will enable students to grasp significant aspects of popular culture in the Indian context. They would be able to understand differences in cultural types as well as would be able to assess the impact of types of cultural expressions on society. By identifying themes and characters belonging to the various cultural forms and by visiting an exhibition/fair/festival, projects may be made which is an essential part of this course. This will help them in understanding the various nuances of popular culture.

Paper-I: Understanding Popular Culture

I. Introduction

[a] Defining popular culture and understanding it historically

II Visual expressions

[a] Folk art, painting, photography

III. Performance

[a] Indian art of Music

[b] Indian art of Dancing

[c] Indian architecture

IV. The audio-visual: cinema and television

[a] Indian cinema in Pre-independence (1930s and 40s)

[b] Indian cinema in Post-independence.

[c] Changing Mood of Indian cinema in 1970s and 80s.

[d] Expressions of popular culture in television

V. Fairs and Festivals

[a] Religious and Regional festivals of India

[b] Famous festivals in different states of India

VI. Popular culture in a globalized world

[a] The impact of the Internet and audio-visual media

ESSENTIAL READINGS

1. Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema, Trentham Book, London, 2004.
2. John Storey, Cultural Theory and Popular Culture, London, 2001.
3. Oberoi, Patricia, Freedom and Destiny: Gender, Family and Popular Culture in India, Delhi, 2009.
4. Christopher Princy, Camera Indica: The Social Life of Indian Photographs, Chicago, 1998.
5. Pankaj Rag, Dhunoke Yatri, Rajkamal, New Delhi, 2006.
6. Ramanujan, A.K. Folktales from India A Selection of Oral Tales from Twenty-two Languages (Only Introduction).
7. Ramaswamy, V. 'Women and the 'Domestic' in Tamil Folk Songs' in Kumkum Sangari and
8. Uma Chakravarti, eds., From Myths to Markets: Essays on Gender, Shimla, 1999.
9. Singh, Lata (ed.), Theatre in Colonial India: Playhouse of Power, New Delhi, 2009.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

SEMESTER - FOURTH

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Core Course VIII

Rise of the Modern West- II

Course Objectives:

This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. The development of modern political arrangements, new intellectual currents, and modern scientific views and theories shall be examined closely. The paper shall discuss and contextualise the emergence of new socio-economic forces that propelled what is popularly known as the Industrial Revolution of the late eighteenth century.

Learning Outcomes:

On completion of this course, students will be able to:

- Identify key developments in Europe during the 17th and 18th centuries.
- Explain the political and intellectual trends of this time period.
- Contextualize the elements of modernity developing in social, political and intellectual realms.
- Discuss the features of Europe's political economy and the emergence of capitalist industrialization.

PAPER VIII: RISE OF THE MODERN WEST – II

I. European crisis(17th Cen.)

[a]Economic, social and political dimensions

II. The English Revolution

[a]Major issues; political and intellectual currents

III. Rise of modern science in relation to European society(Renaissance to 17thCen.)

IV. Mercantilism

V. European politics (18th Cen.)

[a]Parliamentary monarchy

[b]Patterns of Absolutism in Europe

VI. American Revolution

VII. Industrial Revolution

ESSENTIAL READINGS

1. T.S. Aston and C.H.E. Philpin (eds.), The Brenner Debate.
2. H. Butterfield, The Origins of Modern Science.
3. Carlo M. Cipolla, Fontana Economic History of Europe, Vols. II and III.
4. Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy, 1000 -1700. 3rd ed. (1993).
5. D.C. Coleman (ed.), Revisions in Mercantilism.
6. Ralph Davis, The Rise of the Atlantic Economics.
7. Maurice Dobb, Studies in the Development of Capitalism.
8. J.R. Hale, Renaissance Europe.
9. R. Hall, From Galileo to Newton.
10. Christopher Hill, A Century of Revolutions.
11. Rodney Hilton, Transition from Feudalism to Capitalism.
12. H.G. Koenigsberger and G.L. Mosse, Europe in the Sixteenth Century.
13. Stephen J. Lee, Aspects of European History, 1494 - 1789.
14. G. Parker, Europe in Crisis, 1598 - 1648.
15. G. Parker and L.M. Smith, General Crisis of the Seventeenth Century.
16. J.H. Parry, The Age of Reconnaissance.
17. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
18. V. Poliensky, War and Society in Europe. 1618 -48.
19. Theodore K. Rabb, The Struggle for Stability in Early Modern Europe.
20. V. Scammell, The First Imperial Age: European Overseas Expansion, 1400-1715.
21. Jan de Vries, Economy of Europe in an Age of Crisis 1600 û 1750.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Core Course IX

History of India-V (c. 1550-1605)

Course Objective:

This course engages students into a critical discussion of the economic, political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state. It also provides a basic understanding of major developments in those areas of the Indian subcontinent that were not ruled by the Mughal state in the sixteenth century. The students would familiarize themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them.

Learning Outcomes:

At the conclusion of the course, the students shall:

- Be able to critically evaluate major sources available in Persian, Sanskrit, Braj Bhasha, Avadhi, Tamil and Telugu languages for the period under study.
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment of Mughal state and consolidation of its power.
- Explore the changes and continuities in the sphere of agrarian relations, land revenue regimes, commerce, Sufism, etc.

PAPER IX: HISTORY OF INDIA V (c. 1550 - 1605)

I. Sources and Historiography

- [a] Persian literary culture; translations
- [b] Vernacular literary traditions

II. Establishment of Mughal rule

- [a] India on the eve of Babur's invasion
- [b] Fire arms, military technology and warfare
- [c] Humayun's struggle for empire
- [d] Sher Shah and his administrative and revenue reforms

III. Consolidation of Mughal rule under Akbar

- [a] Campaigns and conquests: tactics and technology
- [b] Evolution of administrative institutions: mansab, jagir, madad-i-maash
- [c] Revolts and resistance

IV. Expansion and Integration

- [a] Incorporation of Rajputs and other indigenous groups in Mughal nobility
- [b] North-West frontier, Gujarat and the Deccan
- [c] Conquest of Bengal

V. Rural Society and Economy:

- [a] Land rights and revenue system; Zamindars and peasants; rural tensions
- [b] Extension of agriculture; agricultural production; crop patterns
- [c] Trade routes and patterns of internal commerce; over-sea trade; rise of Surat

VI. Political and religious ideals:

- [a] Inclusive political ideas: theory and practice
- [b] Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions
- [c] Role of ulama

ESSENTIAL READINGS

1. Chandra, Satish, Medieval India (Society, the jagirdari crisis and the village), Macmillan India Ltd., Madras, 1992.
2. Kulkarni, A.R., Maharashtra in the Age of Shivaji, Pune, 2002.
3. Alam, Muzaffar and Subrahmanyam, Sanjay, The Mughal State, Oxford India Paperbacks, 2000.
4. Mukhia, H., Perspectives on Medieval India, Delhi, 1994.
5. Mehta, J.L. Advanced History of Medieval India, 3 Vols Delhi: Sterling Publication.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Core Course X

HISTORY OF INDIA -VI (c. 1750 - 1857)

Course Objective:

The paper introduces students to key features of the 18th century in the Indian subcontinent. It analyses the interface between the 18th century kingdoms and the early colonial state. The paper also discusses the processes by which the British East India Company transformed itself into a state and gradually consolidated its position over a vast expanse. Apart from the evolution of colonial institutions of governance and developing forms of colonial exploitation, the paper also highlights the interface between Company Raj and indigenous elite on various social issues. The paper concludes with a critical survey of peasant resistance to colonial agrarian policies, and the 1857 revolt against the Company Raj.

Learning Outcomes:

On completion of this paper, the students will be able to:-

- Outline key developments of the 18th century in the Indian subcontinent.
- Explain the establishment of Company rule and important features of the early colonial regime.
- Explain the peculiarities of evolving colonial institutions and their impact.
- Discuss the social churning on questions of tradition, reform etc, and during first century of British Colonial rule.
- Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

PAPER X: HISTORY OF INDIA -VI (c. 1750 - 1857)

I. Expansion and Consolidation of colonial Power

[a] Mercantilism, foreign trade and early forms of exactions from Bengal

[b] Dynamics of expansion - Bengal, Mysore, Awadh, Punjab

II. Colonial State and Ideology

[a] Arms of the colonial state: army, police, law

[b] Ideologies of the Raj and racial attitudes

[c] Education: indigenous and modern

III. Rural Economy and Society

[a] Land revenue systems

[b] Rural society: change and continuity

[c] Famines

[d] Pastoral economy and shifting cultivation

IV. Trade and Industry

[a] De-industrialization

[b] Drain of Wealth

[d] Growth of modern industry

V. Popular Resistance

[a] Santhal uprising, Indigo rebellion, Pabna agrarian Leagues

[b] Uprising of 1857

ESSENTIAL READINGS

1. C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
2. Bipan Chandra, Rise and Growth of Economic Nationalism in India.
3. Suhash Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.
4. J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India.
5. Ranajit Guha, ed., A Subaltern Studies Reader.
6. Dharma Kumar and Tapan Raychaudhuri, eds., The Cambridge Economic History of India, Vol. II.
7. P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
8. R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.
8. Rajat K. Ray, ed., Entrepreneurship and Industry in India, 1800-1947, Oxford In India Readings.
9. Eric Stokes, English Utilitarians and India.
10. Ram Lakhan Shukla, ed., Adhunik Bharat ka Itihas.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Generic Elective

Paper-IV: Issues in Contemporary World

Course Objective:

This course seeks to familiarize students with broad trends in politics, society and culture in the latter half of the twentieth century and the early part of the twenty first century. It seeks to familiarize the students to the historical processes that led to the dismantling of older powers and the formation of new political and cultural regims. The emergence of the new social movements challenging these regimes and the move towards unipolarity by the end of the 20th century constitute important themes of study for students. In the end the course seeks to develop a critical understanding of globalization with its diverse implications across continents. It does so by encouraging students to critically engage with selected themes such as environment, social movements, art, digital media, etc.

Learning Outcomes:-

First of all, students of this course will acquire a broad overview of contemporary world history. It will enable them to understand the evolving polities, societies and cultures of an increasingly global world. It expects to impact a historical sense to the students to enable them to comprehend key current issues in a better way. Through relevant case studies and critical engagements, they will also acquire skills to understand and analyse diverse social movements and cultural trends. The assignments and presentations will help improve their written expressions and communication skills.

Paper-IV: Issues in Contemporary World

I.Colonialism and Nationalism

[a]SocialTransformation after Second World War

[b]United NationsOrganizations, UNESCO

II. Contemporary Strategy

[a] Non-Alignment Movement

[b]Cold War: Origins, Strategic Alliance and Phases

III.Perspectives on Development and Underdevelopment

[a]Globalization

[b] De-Colonization

IV. Social Movements in the North and the South

[a]Feminism

[b]Human Rights

V. Modernity and Cultural Transformation

[a]Emerging trendsin Culture and Media

ESSENTIAL READINGS

1. E.J. Hobsbawm, The Age ofExtremes, 1914 – 1991, New York: Vintage, 1996.
2. Carter V.Findley and John Rothay, Twentieth-Century World, Boston:Houghton-Mifflin, 5thed.2003.
3. Norman Lowe, MasteringModern World History, London: Palgrave Macmillan, 1997.
- 4.Barrachough, G., An Introduction to Contemporary History.
- 5.Carr, E.H., Before and After.
- 6.Fisher, H.A.L., A History of Europe.
- 7.Hobsbawm, E.J., Nation and Nationalism.
- 8.Thompson, David, Europe Since Napoleon.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Skill Enhancement Courses (SEC)

Paper-II: Tourism: History and Application

Course Objective:

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.

The aim of this paper is to make students familiar with concept of numerous forms of heritage. It is relevant for students to understand the contested character of heritage and why and how it needs to be conserved. Paper will also acquaint students with the evolution of heritage legislation and institutional framework. Travelling to witness heritage, monumental or cultural is a very complex process where commercial consideration play important role. The paper will be of particular value to those who are interested in seeking career with travel industry and art and cultural students.

Learning Outcomes:-

The course will help students to know the complex character of heritage. This course will make make them aware of numerous arenas where heritage generates avenue for revenue generation. Site visit to heritage site will make them appreciate the cultural diversity. Site visit will also acquaint them with the popular appreciation and appropriation of heritage.

Paper-II: Tourism: History and Application

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.

I. Meaning, Definition, Characteristic and Importance

II. Types of Tourism

- [a] Eco Tourism
- [b] Historical Tourism
- [c] Spiritual and Religious Tourism
- [d] Folk art and Tourism

III. Tourism in India

- [a] Tourism Opportunity in India.
- [b] Major tourist places in India
- Delhi, Agra, Amritsar, Varanasi, Sarnath, Puri, Khajuraho, Tirupati, Kanyakumari etc

IV. Tourism in Chhattisgarh

- [a] Tourism Opportunity in Chhattisgarh
- [b] Major tourist place in Chhattisgarh
- Champaranya, Rajim, Ratanpur, Bhoramdev, Baster, Sirpur, Mainpat, Sarguja, Giraudhpuri etc

V. Skill and Management in Tourism

- [a] Tourism Policy in India
- [b] Tourism as an Industry

ESSENTIAL READINGS

1. David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010.
2. Layton, R. P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*. London: Rutledge, 2001.
3. Lahiri, N. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.
4. S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.
5. O.P. Agrawal, *Essentials of Conversations and Museology*, Delhi, 2006.
6. S. Chainani, *Heritage and Environment*, Mumbai: Urban Design Research Institute, 2007.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

SEMETER - FIFTH

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Core Course XI

History of Modern Europe -1 (c. 1780-1939)

Course Objectives

This paper shall provide a critical overview of the French Revolution, and acquaint the students with the repercussions of the revolution, both within and beyond France. It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of 19th century. The debates on the development and impact of industrial capitalism shall be discussed. The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.

Learning Outcome:

On completing this course, the students will be able to:

- Identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.
- Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialisation.
- Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

Paper XI: History of Modern Europe- I (c. 1780-1939)

I. The French Revolution and its European repercussions

- [a] Crisis of Ancient Regime
- [b] Intellectual currents
- [c] Social classes and emerging gender relations
- [d] Phases of the French Revolution 1789 - 99
- [e] Art and Culture of French Revolution
- [f] Napoleonic consolidation - reform and empire

II. Restoration and Revolution: c. 1815 - 1848

- [a] Forces of conservatism & restoration of old hierarchies
- [b] Social, Political and intellectual currents
- [c] Revolutionary and Radical movements, 1830 - 1848

III Capitalist Industrialization and Social and Economic Transformation (Late 18th century to AD 1914)

- [a] Process of capitalist development in industry and agriculture: case Studies of Britain, France, the German States and Russia
- [b] Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry
- [c] Changing trends in demography and urban patterns
- [d] Family, gender and process of industrialization

IV. Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries

- [a] Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans
- [b] Specificities of economic development, political and administrative Reorganization - Italy; Germany

ESSENTIAL READINGS

1. Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.
2. C.M. Cipolla: Fontana Economic History of Europe, Volume III: The Industrial Revolution.
3. Norman Davies, Europe.
4. J. Evans: The Foundations of a Modern State in 19th Century Europe.
5. T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 – 1871].
6. E.J. Hobsbawm: The Age of Revolution.
7. Lynn Hunt: Politics, Culture and Class in the French Revolution.
8. James Joll, Europe Since 1870.
9. David Landes: Prometheus Unbound.
10. George Lefebvre, Coming of the French Revolution.
11. George Lichtheim : A Short History of Socialism.
12. Peter Mathias, First Industrial Revolution.
13. Alec Nove: An Economic History of the USSR.
14. Andrew Porter, European Imperialism, 18760 û 1914 (1994).
15. Anthony Wood, History of Europe, 1815 û 1960 (1983).
16. Stuart Woolf: History of Italy, 1700 û 1860.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Core Course XII

History of India-VII (c. 1605-1750)

Course Objective:

The course draws students into a discussion of the multiple historiographic narratives available for the history of India during the period between the early seventeenth century and the mid-eighteenth century. They are familiarized with the problems the Mughal state faced in the process of expansion of their territorial boundaries. It also provides students an occasion to understand the challenges that the Mughal state faced from Marathas, Sikhs and others. They explore state sponsored art and architecture as part of the political culture of the time and are encouraged to appreciate the major strides that trade, technologies and artisanal activities made during this period.

Learning Outcome:

After successful completion of the course, the students will be able to:

- Describe the major social, economic, political and cultural developments of the time.
- Examine, in broad strokes, the varied body of contemporaneous literature available in Persian and non-Persian languages.
- Explain the religious and intellectual ferment of the seventeenth and the eighteenth centuries especially with regard to art, literature and architecture.
- Appreciate and express the continued expansion and dynamism of maritime trade in India.

PAPER XII: HISTORY OF INDIA VII (c. 1605 - 1750s)

I. Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues

II. Political Culture under Jahangir and Shah Jahan

- [a] Extension of Mughal rule; changes in mansab and jagir systems; imperial culture
- [b] Orthodoxy and syncretism - Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Sarmad

III. Mughal Empire under Aurangzeb:

- [a] State and religion under Aurangzeb; issues in the war of succession; policies regarding Religious groups and institutions
- [b] Conquests and limits of expansion
- [c] Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts

IV. Visual Culture: Paintings and Architecture

V. Patterns of Regional Politics

- [a] Rajput political culture and state formation
- [b] Deccan kingdoms; emergence of the Marathas; Shiva; expansion under the Peshwas
- [c] Mughal decline; emergence of successor states
- [d] Interpreting eighteenth century India: recent debates

VI. Trade and Commerce

- [a] Crafts and technologies; Monetary system
- [b] Markets; transportation; urban centres
- [c] Indian Ocean trade network

ESSENTIAL READINGS

1. M. Athar Ali, The Mughal Nobility under Aurangzeb.
2. Muzaffar Alam and Sanjay Subramanian, eds, The Mughal State, 1526 - 1750.
3. J.F. Richards, The Mughal Empire.
4. Satish Chandra, Essays on Medieval Indian History.
5. Irfan Habib, Agrarian System of Mughal India, 1526 - 1707.
6. Ashin Dasgupta, Indian Merchants and the Decline of Surat, 1700 - 1750.
7. Stewart Gordon, The Marathas 1600 - 1818.
8. Ebba Koch, Mughal Art and Imperial Ideology.
9. S.A.A. Rizvi, Muslim Revivalist Movements in Northern India.
10. K. R. Qanungo, Dara Shikoh.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Discipline Specific Elective -1

Paper I: HISTORY OF THE UNITED STATES OF AMERICA (c.1776-1945)

Course Objective:

The course attempts to study the beginnings of the 'New World' and its diverse demography. It facilitates the understanding of the invaluable contributions of the marginalized social groups that contributed to the development of USA. It focuses on the evolution of American democracy, capitalism and its limitations along with USA's quest for dominance in world politics.

Learning Outcome:

The course will enable the students to explain the evolving and changing contours of USA and its position in world politics. This course will provide the students rigorous conceptualization in international studies. The written assignments and presentations will improve and develop the written expression, analytical and critical skills of the students.

Paper I: HISTORY OF THE UNITED STATES OF AMERICA (c.1776-1945)

I The Background

[a] The land and indigenous people: settlement and colonization by Europeans

[b] early colonial society and politics; indentured labour-White and Black

II Making of the Republic

[a] Revolution Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations

[b] Processes and Features of Constitution making: Debates, Historical interpretations

III Evolution of American Democracy:

[a] Federalists: Jeffersonianism: Jacksonianism, Rise of political parties-1840-1960; judiciary-role of the Supreme Court

[b] Expansion of Frontier: Turner's Thesis; Marginalization, displacement and decimation of native Americans; Case histories of Tecumseh; Shawnee Prophet.

[c] Limits of democracy: Blacks and women

IV Early Capitalism

[a] Beginnings of Industrialization

[b] Immigrants and changing composition of Labour; Early Labour Movements

V The Agrarian South

[a] Plantation economy

[b] Slave Society and Culture: Slave resistance

VI Ante Bellum Foreign Policy

[a] War of 1812: Monroe Doctrine: Manifest Destiny

VII Civil War:

[a] Abolitionism and Sectionalism

[b] Issues and interpretations

[c] Rise of Republicanism, Emancipation and Lincoln

ESSENTIAL READINGS

1. Bernard Bailyn, The Great Republic.
2. Bernard Bailyn, The Ideological Origins of the American Revolution.
3. Charles Beard, An Economic Interpretation of the American Constitution.
4. Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.
5. Peter Carroll and David Noble, Free and Unfree: A New History of the United States.
6. David B. Davis, The Problem of Slavery in the Age of Revolution.
7. U. Faulkner, American Economic History.
8. Robert Fogel, Railroads and American Economic Growth.
9. Eric Foner, America's Black Past.
10. John Hope Franklin, From Slavery to Freedom.
11. Gerald N. Grob and George A. Billias, Interpretations of American History: Patterns and Perspectives, 2 Vols.
12. Richard Hofstadter, The Age of Reform, From Bryan to FDR Linda Kerber, Women's America: Refocusing the Past.
13. David M. Potter, The Impending Crisis.
14. W. Pratt, A History of the United States Foreign Policy.
15. James Randail, The Civil War and Reconstruction.
16. J. G. Randall and David Donald, The Civil War and Reconstruction.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Discipline Specific Elective -1

Paper – VII: History of Chhattisgarh I (9th C. to 20th C.)

Course Objectives:

- History of Chhattisgarh under Kalchuri Dynasty.
- How was the administration of Chhattisgarh under Maratha rule.
- To make aware of the national movements in Chhattisgarh.
- Attention of the incident of labour and tribal movement in Chhattisgarh.

Learning Outcomes:

- How was Chhattisgarh at the time of Kalchuri dynasty? Informs the students of the glorious history of Chhattisgarh.
- How did Chhattisgarh come under the monopoly of Maratha rule? In formulation related to the relationship between Maratha in Chhattisgarh.
- Students understood about national movement and publicity participation in Chhattisgarh
- Important topics to be told to the students about workers and tribal struggle in Chhattisgarh.
- Provide the Knowledge of the glorious tradition, history and development of Chhattisgarh to the students.

Paper – VII: History of Chhattisgarh I (9th C. to 20th C.)

I. History of Chhattisgarh in KalchuriDynesty (1000 AD to 1741 AD)

[a]Kalingraaj (1000-1020 AD) to Raghunaath Singh (1732-1741 AD)

[b]The Kalchuries& Their Administration

II. Chhattisgarh under the Marathas (1741-1854)

[a]Invasion of Maratha's in Chhattisgarh

[b]Brief Early History of Chhattisgarh under Maratha's 1741-1854

[c]Administrative System Under Maratha Rule in Chhattisgarh

III. British Rule in Chhattisgarh

[a]Chhattisgarh Under British Rule since 1818

[b] Uprising of 1857 & its Impact in Chhattisgarh

IV. Freedom Movement in Chhattisgarh

[a]National Awakening in Chhattisgarh

[b]Swaraj Movement in Chhattisgarh

[c]Non-Cooperation, Civil Disobedience, individual Satyagrah, Quit India Movements in Chhattisgarh

V. Workers & Tribal's Movements in Chhattisgarh

[a]BNC Mill movements

[b]Paralakote Revolt, Revolt of Bastar 1876& 1910, BhoomKaal (1910)

ESSENTIAL READINGS

1. P.L. Mishra ,Politrical History of Chhattisgarh.
2. R.N. Mishra-, British Kaleen Chhattisgarh kaItihas.
3. A.K. Shukla-, History of Freedom Movement in Chhattisgarh.
4. Bhagwaan Singh Verma, ChhattisgarhkaItihas.
5. Dr. Raam Kumar Behar, Chhattisgarh kaItihas.
6. PyareLalGupt-, Pracheen Chhattisgarh.
7. R.N. Mishra & L.D. Jha, Chhattisgarh KarajnitikEvamSanskritikItihas.
8. Dr. Sanjay Alang, Chhattishgarh-Itihas.
9. MadanLAl Gupta- ChattisgarhDigdarshan I & II AurSanskriti.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Discipline Specific Elective -2

Paper – III: HISTORY OF SOUTHEAST ASIA -THE 19th CENTURY

Course Objectives:

This paper offers an overview of modern southeast Asian History to the students who could be familiar or unfamiliar with the region. A study of the social ,economic and political transformations in southeast Asia during the colonial period will enable students to develop a critical and comparative approach, given their in-depth study of south Asian history . in this paper students will learn how to engage with recent historiographical developments, especially on themes of education, gender, race, historical anthropology, and maritime history.

The core themes around which in this paper is designed are meant to enable the student to develop a better understanding of the impact of colonialism and the process of de-colonialism on the region. The student shall analyse the establishment and changing character of the European presence from a commercial enterprise to a colonial state; the transformation of colonial society and the emergence of anti-colonial movements; and the transformations in the region since the second world war. thus the learner shall develop a wholistic understandings of complexities of modernity. And the region’s political, religious, cultural, and urban landscape

The above mentioned themes are explored through a study of the macro history of the region alongside more specific case studies .while the first and last rubrics require the students to engage with the rich textures of the region’s history, the second and third rubrics focus on three very different case studies of dutch Indonesia, French indo-china and british Burma respectively. These case studies are designed to enable the student understand better the complex interface between religion, economy, society and politics in the region and the recent historiographical debates. This course shall be an ideal platform for student interested in future exploring themes like language, ethnicity, geritage, urban studies, colonial studies, maritime history, peasant studies, religion, and international politics.

Learning Outcomes:

Students opting for this course shall have to demonstrate a comprehensive understanding of nineteenth and twentieth century southeast Asian history. They shall be expected to demonstrate a good understandings of colonial state and society, in addition to a comprehensive understanding of the maritime and agrarian economy of the region.

Tutorial discussions and class presentations shall help the students demonstrate the critical and comparative insights they have developed while studying the region. They shall be tested on

their understandings of how colonialism, new forms of knowledge , euro-centric nations of modernity and ideas of race defined local religion, politics and shaped modern south east asia as we see it today. Student shall be able to outline and debate the diverse historiographical views on the colonial state, the transformation of local agrarian and labour economy, popular movements and peasant's revolts and locate their own view points within this greed of perspectives.

Paper – III: HISTORY OF SOUTHEAST ASIA -THE 19th CENTURY

I. Pre-Colonial Structures of Power and authority c. 1800

II. Economy and Society in early 19th C.

- [a] Patterns of Production in agriculture and the crafts
- [b] Organization of trade and banking
- [c] Cultural expressions: Folk and Classical
- [d] Islam and popular culture

III. Colonization and Colonial Transformations

- [a] Processes of colonial control and the Informal Empire in Thailand
- [b] Peasant society and agrarian transformations, plantations, forests, mining
- [c] Urbanization: Colonial cities in Plural Societies
- [d] Culture: (i) Colonial Discourses and the Creation of National Culture
(ii) Oral traditions, literacy and the case of Malay Hikayats
(iii) Creation of Perfect Natives
(iv) Education

ESSENTIAL READINGS

1. B. Anderson: Imagined Communities.
2. H. Benda: The Crescent and the Rising Sun.
3. Furnivall: Colonialism and the Plural Society.
4. G. Hart, ed., Agrarian Transformations: Local Processes and the State in South- East Asia.
5. J. Kemp, ed., Peasants and Cities, Cities and Peasants: Rethinking Southeast. Asian Models.
6. Milton Osborne, South East Asia: An Introductory History.
7. Nicholas Tarling, ed., Cambridge History of South-east Asia, Vol.II.
8. B. Anderson: Mythology and the Tolerance of the Javanese.
9. C. Van Dijk, Trousers, Sarongs and Jubbahs.
10. C. Dobbin, Islamic Revivalism in a Changing Peasant Economy(1784-1847).
11. Charles F. Keys, The Golden Peninsula.
12. Daniel S. Lev and Ruth T. McVey, eds., Making Indonesia – Essays on Modern Indonesia.
13. Victor Purcell, The Chinese in Southeast Asia.
14. Tongchai Winichakul; Siam Mapped.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Discipline Specific Elective -2

Paper-V: HISTORY OF MODERN EAST ASIA- I (c. 1840-1919)

Course Objectives:

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism as also her numerous internal fissures and contradictions.. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China's political and cultural transition from a late imperial state, to a 'flawed' Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall students historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centered on such issues.

Learning Outcomes:

On successful completion of this course students should be able to:

- Explain China's engagement with the challenges posed by imperialism, and the trajectories of transition from feudalism to a bourgeois/ capitalist modernity.
- To locate these historical transitions in light of other contemporaneous trajectories into a global modernity
- Analyse significant historiographical shifts in Chinese history, especially with reference to the discourses of nationalism, imperialism, and communism
- **Investigate** the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.
- Describe the genesis and trace the unique trajectories of the Chinese Communist Revolution.
- Locate the rise of China in the spheres of Asian and world politics respectively.

Paper-V: HISTORY OF MODERN EAST ASIA- I (c. 1840-1919)

I. Imperialism and China during the 19th century

[a] Chinese feudalism: Gentry, bureaucracy and peasantry; the Confucian value system; Sinocentrism; the Canton commercial system

[b] The transformation of China into an informal colony; the Opium Wars; the Unequal Treaties; the scramble for concessions; Finance Imperialism; the Open Door policy

[c] Agrarian and Popular Movements: Taiping and Yi Ho Tuan

[d] Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860-95; 1898; and 1901-08

II. The Emergence of Nationalism in China

[a] The Revolution of 1911: Causes, nature and significance; the social composition of the Revolution; Sun Yat-sen and his contribution; the formation of the Republic; Yuan Shih Kai; Warlordism

[b] May Fourth Movement of 1919: Nature and significance

III. History of China (C1919-1949)

[a] Nationalism & Communism in China (1921-1937)

(i) Formation of CCP; and the Guomintang (National Party of KMT)

(ii) The First United Front

[b] The Communist Movement (1938-1949)

[c] The Jiangxi Period and the rise of Mao Tse Tung

ESSENTIAL READINGS

1. George Allen, A Short Economic History of Japan.
2. Jean Chesneaux, et al, China from Opium War to 1911 Revolution.
3. Jean Chesneaux, et al, China from the 1911 Revolution to Liberation.
4. Tan Chung, Triton and Dragon: Studies on the Nineteenth Century China and Imperialisms.
5. John K. Fairbank, et al., and East Asia: Modern Transformation.
6. Y. Immanuel Hsu, The Rise of Modern China.
7. Chalmers A Johnson, Peasant Nationalism and Communist Power: The Emergence of Red China, 1937 - 1945.
8. Nathaniel Peffer, The Far East: A Modern History.
9. Victor Purcell, The Boxer Uprising: A Background Study.
10. Kenneth B. Pyle, The Making of Modern Japan.
11. Franz Schuramann and Orville Schell (eds.), China Readings, 2 Volumes (Imperial China, and Republican China).
12. Benjamin I. Schwartz, Mao and the Rise of Chinese Communism.
13. Hu Sheng, Imperialism and Chinese Politics.
14. Chow Tsetung, The May Fourth Movement: Intellectual Revolution in Modern, China.
15. Mao Tsetung's Selected Writings, National Book Agency, Calcutta.
16. Mary C. Wright, China in Revolution: The First Phase, 1900 -1913.

DEPARTMENT OF HISTORY
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SEMESTER - SIXTH

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Core Course XIII

History of India- VIII (c. 1857-1950)

Course Objectives:

This paper deals with the broad socio-economic and political trends in colonial India from the latter half of the 19th century. It also critically analyses the various trends in the national liberation movement and other aspects of politics which were foundational for the modern Indian state.

Learning Outcomes:

After successful completion of the course, the students will be able to:

- Identify how different regional, religious and linguistic identities developed in the late 19th and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on different trends of politics.
- Explain the various forms of anti-colonial struggles in colonial India.
- Analyse the complex developments leading to communal violence and Partition.
- Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after Independence.

PAPER XIII: HISTORY OF INDIA VIII (c. 1857 - 1950)

I. Cultures changes and Social and Religious Reform Movements

- [a] The advent of printing and its implications
- [b] Reform and Revival: BrahmoSamaj, PrarthnaSamaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements
- [c] Debates around gender
- [d] Making of religious and linguistic identities
- [e] Caste: sanskritising and anti Brahminical trends

II. Nationalism: Trends up to 1919

- [a] Political ideology and organizations, formation of INC [b] Moderates and extremists
- [c] Swedish movement [d] Revolutionaries

III. Gandhian nationalism after 1919: Ideas and Movements

- [a] Mahatma Gandhi: his Perspectives and Methods
- [b] (i) Impact of the First World War (ii) Rowlett Satyagraha and JallianwalaBagh (iii) Non- Cooperative and Civil Disobedience (iv) Provincial Autonomy, Quit India and INA
- [c] Left wing movements [d] Princely India: States people movements
- [e] Nationalism and Culture: literature and art

IV. Nationalism and Social Groups: Interfaces:

- [a] Landlords, Professionals and Middle Classes [b] Peasants [c] Tribal [d] Labour [e] Dalits
- [f] Women [g] Business groups

V. Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.

VI. Independence and Partition

- [a] Negotiations for independence, and partition [b] Popular movements [c] Partition riots

VII. Emergence of a New State

- [a] Making of the Constitution [b] Integration of princely states
- [c] Land reform and beginnings of planning

ESSENTIAL READINGS

1. Judith Brown, Gandhi's rise to Power, 1915-22.
2. Paul Brass, The Politics of India Since Independence, OUP, 1990.
3. Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
4. Bipan Chandra, Rise and Growth of Economic Nationalism in India.
5. Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.
6. Ranajit Guha, ed., A Subaltern Studies Reader.
7. Peter Hardy, Muslims of British India.
8. Mushirul Hasan, ed., India's Partition, Oxford in India Readings.
9. D.A. Low, ed., Congress and the Raj.
10. John R. McLane, Indian Nationalism and the Early Congress.
11. Jawaharlal Nehru, An Autobiography.
12. Gyanendra Pandey, The Construction of Communalism in colonial north India.
13. Sumit Sarkar, Modern India, 1885-1947.
14. Anil Seal, Emergence of Indian Nationalism.
15. Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.
16. Eleanor Zelliott, From Untouchable to Dalit: Essays on the Ambedkar Movement.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Core Course XIV

History of Modern Europe- II (c. 1780 -1939)

Course Objectives:

This paper offers a historical overview of the development of nationalities and nation-states in the 19th and 20th centuries. Among the various case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It also introduces students to the concept of imperialism. In this light, the paper discusses the varied historical writings on World War One and on the nature of developments during the inter-war period. It familiarizes students with the intellectual and art movements that were linked to the changes in the socio-economic and political milieu of 19th and early 20th century Europe.

Learning Outcomes:

On completion of this course, students will be able to:

- Trace varieties of nationalisms and the processes by which new nation-states were carved out.
- Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.
- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
- Contextualise major currents in the intellectual sphere

PAPER XIV: HISTORY OF MODERN EUROPE II (c. 1780 -1939)

I. Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries

- [a] The struggle for parliamentary democracy and civil liberties in Britain
- [b] Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism
- [c] Early socialist thought; Marxian Socialism → the First and the Second International
- [d] German Social Democracy, Politics and Culture
- [e] Christian Democracy as a political and ideological force in western and central Europe

II. The Crisis of Feudalism in Russia and Experiments in Socialism

- [a] Emancipation of serfs
- [b] Russian Populism and Social Democracy
- [c] Revolutions of 1905; the Bolshevik Revolution of 1917
- [d] Programme of Socialist Construction

III. Imperialism, War, and Crisis: c. 1880 → 1939

- [a] Theories and mechanisms of imperialism; growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 – 1918
- [b] The post 1919 World Order: economic crises, the Great Depression and Recovery
- [c] Fascism and Nazism
- [d] The Spanish Civil War
- [e] Origins of the Second World War

IV. Cultural and Intellectual Developments since circa 1850

- [a] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media [iii] Mass education and extension of literacy
- [b] Creation of new cultural forms: from Romanticism to Abstract Art
- [c] Major intellectual trends: [i] Institutionalization of disciplines history Sociology and Anthropology [ii] Darwin and Freud
- [d] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire

ESSENTIAL READINGS

1. Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.
2. C.M. Cipolla: Fontana Economic History of Europe, Volume II the Present (1981).
3. I : The Industrial Revolution.
4. Norman Davies, Europe.
5. J. Evans: The Foundations of a Modern State in 19th Century Europe.
6. T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].
7. E.J. Hobsbawm : The Age of Revolution.
8. Lynn Hunt: Politics, Culture and Class in the French Revolution.
9. James Joll, Europe Since 1870.
10. David Landes: Prometheus Unbound.
11. George Lefebvre, Coming of the French Revolution.
12. George Lichtheim: A Short History of Socialism.
13. Peter Mathias, First Industrial Revolution.
14. Alec Nove: An Economic History of the USSR.
15. Andrew Porter, European Imperialism, 18760 -1914 (1994).

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Discipline Specific Elective – 3

Paper – II: HISTORY OF THE UNITED STATES OF AMERICA -II
(c.1776-1945)

Course Objectives:

The course attempts to understand the changing political culture of USA following the civil war and reconstruction. It focuses on the gender roles and mobilization of the African-Americans, heralding the beginnings of a new political agenda i.e. The civil rights movement and the feminist movement in USA. It studies worker's culture, labour unions and movements, agrarian and urban reform even as it understands the strengthening and consolidation of American capitalism and imperialism and its impact on the global environment.

Learning Outcomes:

The course will enable the students to explain the history of USA in the international context. This course will provide the students training and skill in understanding and analyzing American internal politics and its power and influence in the international arena. The written assignments and presentations will improve and develop the writing, analytical and critical skills of the students.

Paper – II: HISTORY OF THE UNITED STATES OF AMERICA -II (c.1776-1945)

I Reconstructions: Political changes and agrarian transformation

- [a] Conservative and Radical phases
- [b] The New South: Participants and Reactions, Carpetbaggers; Scalawags, Blacks, Ku Klux Klan.

II Industrial America

- [a] Growth of Capitalism and Big Business
- [b] Business cycles; Depression

III Resistance and Reform

- [a] Labour movements and Unionization
- [b] Agrarian crises and populism. Urban corruption and progressivism
- [c] New Deal

IV U.S. Imperialism

- [a] Spanish-American War
- [b] Expansion in the Far East and Latin America
- [c] World War I and Fourteen Points
- [d] Isolationism
- [e] Americans in World War II: Bombing of Hiroshima and Nagasaki

V Afro-American Movements

Black Movements: Booker T. Washington, W.E.B. Dubois; NAACP and Marcus Garvey.

VI Women's Movements

- [a] Rise of the Lowell Factory System
- [b] Abolitionists and Women's rights movement
- [c] Suffrage
- [d] Afro-American Women

VII Religious, Cultural and Intellectual Trends

- [a] Religious movements; Early Revivalism; Puritans, Quakers; Mormons; Temperance.
- [b] Mass culture (circa 1900 - 1945)
- [c] Major literary trends (circa 1900 - 1945).

ESSENTIAL READINGS

1. Bernard Bailyn, The Great Republic.
2. Bernard Bailyn, The Ideological Origins of the American Revolution.
3. Charles Beard, An Economic Interpretation of the American Constitution.
4. Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.
5. Peter Carroll and David Noble, Free and Unfree: A New History of the United States.
6. David B. Davis, The Problem of Slavery in the Age of Revolution.
7. U. Faulkner, American Economic History.
8. Robert Fogel, Railroads and American Economic Growth.
9. Eric Foner, America's Black Past.
10. John Hope Franklin, From Slavery to Freedom.
11. James Randall, The Civil War and Reconstruction.
12. J. G. Randall and David Donald, The Civil War and Reconstruction.
13. Kenneth Stampp, The Peculiar Institution, Slavery in the Antebellum South.

DEPARTMENT OF HISTORY
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Discipline Specific Elective – 3

Paper - VIII: History of Chhattisgarh - II (9th C. to 20th C.)

Course Objectives:

- Taking note of the geographical background of Chhattisgarh
- Study of local culture and art of Chhattisgarh.
- Rise of tribal tribe, study of tradition and problems of tribal's in Chhattisgarh.
- Study of economic development in Chhattisgarh
- Knowing archaeological and tourist sites of Chhattisgarh

Learning Outcomes:

- It only by understands the geographical background that the characteristics of that particular place can be explained to the students.
- Students understood the local culture and art of Chhattisgarh, how it is different from other states, it is unique
- Became aware of the tribal traditions of the life of the tribals
- Studied economic development.
- Took information about archaeological site and information about tourist place

Paper - VIII: History of Chhattisgarh - II (9th C. to 20th C.)

I. Geographical background of Chhattisgarh

- [a] Physical Division & Drainage System
- [b] Climate, Soil Type, Vegetation & Their Importance
- [c] Population Growth

II. Folk Culture of Chhattisgarh

- [a] Folk Arts & Literature of Chhattisgarh
- [b] Folk Songs of Chhattisgarh
- [c] Chief Fares & Festivals of Chhattisgarh

III. Tribal's & Their Cultures in Chhattisgarh

- [a] Tribal's Social Organization
- [b] Tribes Special tradition
- [c] Tribal's Problems in Chhattisgarh

IV. Economic Development in Chhattisgarh

- [a] Agriculture & Forest in Chhattisgarh
- [b] Growth & Structure industries in Chhattisgarh

V. Major Archeological & Tourist Places in Chhattisgarh

- [a] Major Historical tourist places in Chhattisgarh
- [b] National Park, Centuries & Water Falls in Chhattisgarh

ESSENTIAL READINGS

1. Vijay Kumar Tiwari, Chhattisgarh ekBhaugolikAdhyayyan.
2. Dr. ShantaShukla, Chhattisgarh kaSamajikArthikItihas.
3. Shakuntalaverma, Chhattisgarh Mein LokJeevan Ur LokSahgityakaAdhyayan.
4. PyareLalGupt, Pracheen Chhattisgarh.
5. R.N. Mishra & L.D. Jha, ChhattisgarhKarajnitikEvamSanskritikItihas.
6. Dr. Sanjay Alang, Chhattishgarh-ItihasAurSanskriti.
7. MadanLal Gupta, ChhattisgarhDigdarshan I & II.
8. Dr. P. Shukla, Dr. S. Pndey, Dr. M. Shukla, Chhattisgarh meinParyatan.
9. AcharyaRaam, Tourism & Cultural Heritage of India.
10. Dr. T.D. Sharma, ChhattisgarhKePryatanSthal.
11. YaduHemu, Chhattisgarh kepuratatvikVaibhav.
12. HeeraLalShukla, Social History of Chattishagarh.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Discipline Specific Elective – 4

Paper IV: HISTORY OF SOUTH EAST ASIA - THE 20th CENTURY

Course Objectives:

The course studies the migration of Chinese labor in 20th century. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various movements of resistance (Peasant resistance, Vietnamese Revolution as well as Indonesian Revolution) popular movements, and revolutionary struggle in 20th century. It facilitates an understanding of the emergence of modern nations and states as Burma, Indonesia, Cambodia, and the contribution of the different people on that. The paper shall introduce students historic graphical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centered on such issues.

Learning Outcomes:

On successful completion of this course students should be able to:

- Explain China's Migration of Labours .
- To locate these historical transitions of emergence of Modern nations states.
- Investigate the making of new identities of different states.

Paper IV: HISTORY OF SOUTH EAST ASIA - THE 20th CENTURY

I. Migration: Indian and Chinese Labour and Capital

II. Movements of Resistance and the making of new identities

[a] Peasant resistance

[b] Radicalism and the Origins of the Vietnamese Revolution, 1920-1946

[c] Indonesian Revolution, 1945-1949

III. Emergence of Modern Nations and States

[a] The Union of Burma (Myanmar), 1948-1962

[b] Indonesia, the Sukarno Era, 1949-1965

[c] Cambodia under Norodom Sihanouk, 1955-1970

ESSENTIAL READINGS

1. B. Anderson, *Imagined Communities*.
2. H. Benda, *The Crescent and the Rising Sun*.
3. Furnivall, *Colonialism and the Plural Society*.
4. G. Hart, ed., *Agrarian Transformations: Local Processes and the State in South- East Asia*.
5. J. Kemp ed., *Peasants and Cities, Cities and Peasants: Rethinking Southeast. Asian Models*.
6. Milton Osborne, *South East Asia: An Introductory History*.
7. Nicholas Tarling, ed., *Cambridge History of South-east Asia, Vol. II*.
8. B. Anderson, *Mythology and the Tolerance of the Javanese*.
9. C. Van Dijk, *Trousers, Sarongs and Jubbahs*.
10. C. Dobbin, *Islamic Revivalism in a Changing Peasant Economy, 1784-1847*.
11. Charles F. Keys: *The Golden Peninsula*.
12. Daniel S. Lev and Ruth T. McVey eds., *Making Indonesia: An Essay on Modern Indonesia*.
13. Victor Purcell, *The Chinese in Southeast Asia*.
14. Tongchai Winichakul; *Siam Mapped*.

DEPARTMENT OF HISTORY
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Discipline Specific Elective – 4

Paper – VI: HISTORY OF MODERN EAST ASIA- II (c. 1868-1945)

Course Objectives:

The course also studies the transition of Japan from quasi-feudalism to a modern industrialised capitalist nation. It focuses on the political and economic strategies adopted by Japan to meet the challenges posed by western imperialistic intrusions. It facilitates an understanding of Japan's emergence as a major non-European power within an international order dominated by western imperial powers. It studies the trajectory of Japan towards ultra-nationalism and militarism in the context of a failed parliamentary democracy, eventually leading to disaster in the Second World War. The course aims to pay close attention to historiographical shifts in all topics, contextualising these against the backdrop of their contemporary history and politics. Adequate attention is given to the study of social and cultural aspects with a special emphasis on the role of women in late 19th and early 20th century Japan.

Learning Outcomes:

- Upon successful completion of this course, students will have the knowledge and skills UK-Explain Japan's attempts to create new institutional structures and recast traditions to encounter challenges of the west.
- Analyse historiographical shifts in Japanese history in the context of global politics. Examine the divergent pathways to modernity followed by Japan.
- Examine distinct perspectives on imperialism and nationalism in East Asia, and understand how historiographical approaches are shaped by their contexts.
- Conceptualise how these distinct histories can be rooted in common cultural traditions.
- Locate and contextualise the history of Japan in world politics.
- Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.

Paper – VI: HISTORY OF MODERN EAST ASIA- II (c. 1868-1945)

I. Japan (c.1868-1945)

- [a] Transition from feudalism to capitalism
 - (i) Crisis of Tokugawa Bakuhau system
 - (ii) Meiji Restoration :Its nature and Significance
 - (iii) Political Reorganization
- (iv) Military Reforms
 - (v) Social, cultural and educational reforms (bunmeikaika)
- (vi) Financial reforms and educational development in the 'Meiji' era
 - (vii) Meiji Constitution
- [b] Japanese Imperialism
 - (i) China
 - (ii) Manchuria
 - (iii) Korea
- [c] Democracy and Militarism/Fascism
 - (i) Popular/People' s Rights Movement
 - (ii) Nature of political parties
 - (iii) Rise of Militarism-Nature and significance
- (iv) Second World War; American occupation
 - (v) Post-War Changes

II. Emergence of Modern Korea

- [a] The old order and Institutional Decay: Joseon Korea
- [b] Korea's interactions with the western powers and Korea's unequal treaties with Japan
- [c] Attempts at social, political and economic reforms in Korea
- [d] Japan's colonization: March First Movement and the growth of Korean nationalism; in situational transformation 1910-1945
- [e] Post-War Changes

ESSENTIAL READINGS

1. George Allen, A Short Economic History of Japan.
2. G. Beasley, The Modern History of Japan.
3. John K. Fairbank, et al., East Asia: Modern Transformation Mikiso Hane, Modern Japan: A Historical Survey.
4. Y. Immanuel Hsu, The Rise of Modern China.
5. Jon Livingstone, et. al., The Japan Reader (Imperial Japan : 1800 û 1945), Vol. I
6. E.H. Norman, Japan's Emergence as a Modern State.
7. Nathaniel Peffer, The Far East: A Modern History.
8. Kenneth B. Pyle, The Making of Modern Japan.
9. Chow Tse Tung, The May Fourth Movement: Intellectual Revolution in Modern, China. 1913.
10. Michael J. Seth, A concise history of Modern Korea, Rowman and Littlefield, 2009

Or

**DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)**

Dissertation/Project Work followed by Seminar

Viva-Voce