



1.1.2

List of Employability/ Entrepreneurship/ Skill Development Courses with Course Contents

Colour Codes		
Employability Contents	Green	
Entrepreneurship Contents	Light Blue	
Skill Development Contents	Pink	
Name of the Subjects/Related to all three Components (Employability/ Entrepreneurship/ Skill Development)	Yellow	



**List of Courses Focus on Employability/ Entrepreneurship/
Skill Development**

Department : History

Programme Name : B.A.

Academic Year : 2018-19

List of Courses Focus on Employability/ Entrepreneurship/Skill Development

Sr. No.	Course Code	Name of the Course
01.	SS/HIST/C-101 L	History of India I
02.	SS/HIST/GE- 101	Indian National Movement
03.	SS/HIST/C-203 L	History of India II
04.	SS/HIST/C-205 L	History of India III (C.750-1206)
05.	SS/HIST/C-207 L	History of India IV (C. 1207-1550)
06.	SS/HIST/C-210 L	History of India VI (C. 1750-1857)
07.	SS/HIST/C-212 L	History of India VII (C.1605-1750)
08.	SS/HIST/C-213 L	History of India VIII (C. 1857-1950)



Scheme and Syllabus

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

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	End Sem. Marks	Internal Test Marks	Total
I	Core-1	SS/HIST/C-101 L	History of India I	70	30	100
	Core -2	SS/HIST/C-102 L	Social Formation & Cultural Patterns of the Ancient World	70	30	100
	Generic Elective (GEI)-1	SS/HIST/GE-101	Indian National Movement	70	30	100
	Ability Enhancement Compulsory Course (AECC)	SS/HIST/AE-101/HIST	Environmental Science	70	30	100
II	Core-3	SS/HIST/C-203 L	History of India II	70	30	100
	Core -4	SS/HIST/C-204 L	Social Formation & Cultural Patterns of the Medieval World	70	30	100
	Generic Elective (GEI-B)-2	SS/HIST/GE-202	History & Culture of Chhattisgarh	70	30	100
	Ability Enhancement Compulsory Course (AECC)	SS/HIST/AE-201/ES	English Communication/ MIL (Hindi Communication)	70	30	100
III	Core-5	SS/HIST/C-205 L	History of India III (C. 750-1206)	70	30	100
	Core -6	SS/HIST/C-206 L	Rise of Modern West-I	70	30	100
	Core - 7	SS/HIST/C-207 L	History of India IV (C. 1206-1550)	70	30	100
	Generic Elective (GEII-A)-1	SS/HIST/GE-203	Making of Contemporary India	70	30	100
	Skill Enhancement Course (SEC -1)	SS/HIST/SEC-101	Understanding popular culture	70	30	100
IV	Core-8	SS/HIST/C-208 L	Rise of Modern West-II	70	30	100
	Core -9	SS/HIST/C-209 L	History India V of (C. 1550-1605)	70	30	100
	Core - 10	SS/HIST/C-210 L	History India VI of (C. 1750-1857)	70	30	100
	Generic Elective (GEII-B)-2	SS/HIST/GE-204	Issues in Contemporary World	70	30	100
	Skill Enhancement Course (SEC -2)	SS/HIST/SEC-102	Understanding Heritage	70	30	100
V	Core-11	SS/HIST/C-211 L	History of Modern Europe I (1780-1939)	70	30	100
	Core -12	SS/HIST/C-212 L	History of India VII (C. 1605-1750)	70	30	100
	Discipline Specific Elective (DSE-1)	SS/HIST/DSE-501B	A. History of United States of America-I(1776-1945) B. History of Chhattisgarh - I (9 th C. to 20 th C.)	70	30	100
	Discipline Specific Elective (DSE-2)	SS/HIST/DSE-502B	A. History of South-East Asia (The 19 th Century) B. History of Modern-East Asia (1840-1919)	70	30	100
VI	Core-13	SS/HIST/C-213 L	History of India VIII (C. 1857-1950)	70	30	100
	Core -14	SS/HIST/C-214 L	History of Modern Europe II (1780-1939)	70	30	100
	Discipline Specific	SS/HIST/DSE-503B	A. History of United States of America II (1776-1945)	70	30	100



Elective (DSE-3)		B. History of Chhattisgarh-II (9 th C. to 20 th C.)			
Discipline Specific Elective (DSE-4) + DSE-4 - Tutorial	SS/HIST/DSE-504B+DSE-T-504B	A. History of South-East Asia (The 20 th Century B. History of Modern East Asia-II (1868-1945)	70	30	100
Or	Or	Or			
Dissertation/Project Work followed by seminar	SS/HIST/PD	Viva-Voce			
					2600

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(Head)
विभागाध्यक्ष
HEAD
इतिहास विभाग
Department of History
गुरुघासीदास विश्वविद्यालय
कोनासपुर (छ.ग.)
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)



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

(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.



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

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 Quit 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. Sumit Sarkar, 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. Rafiq Zakaria, The Rise of Muslims in Indian Politics (1888-1905).
8. A.R. Desai, Social Background of Indian nationalism.
9. Amiya Bagchi, Social & Religious Reform: The Hindus of British India.
10. Judith Brown, Gandhi's Rise to Power 1915-22.



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

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 Maurayan 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.



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. Shrivastava, 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 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
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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)

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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. Subhash 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 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.)

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, DaraShukoh, 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 to 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, DaraShikoh.



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 MahaSabha, 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

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