

INDIRA GANDHI UNIVERSITY, MEERPUR- REWARI, HARYANA (122502)

(A State University Established under Haryana Act No.29 of 2013)

(Recognized u/s 12(B)& 2(f) of UGC Act, 1956)

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Syllabus and Scheme of Examinations

(in accordance with National Educational Policy 2020)

for

Post Graduate Programme

In

History

Effective from Academic Session 2026-27

**Department of History
Faculty of Social-Science**

**Indira Gandhi University,
Meerpur-Rewari (122502)**

Haryana, India

Details of Approvals

Council/Board	Date	Remark
Staff Council	14.08.2026	
Board of Studies	24.08.2026	
Faculty		
Academic Council		
Year of implementation		

Chairperson

(Signature with Stamp)

VISION AND MISSION OF THE UNIVERSITY

VISION

To be a globally renowned university, recognized for excellence in teaching, innovative research and welfare of the society, imbibing the spirit of “*Vasudhaiv kutumbkam*”.

MISSION

- To introduce and implement innovation in teaching and learning process matching up the global standards to strengthen academic delivery through curriculum design, teaching pedagogy and usage of ICT.
- To develop a mechanism that attracts talented, qualified and experienced faculty from across the globe for pursuing their academic and research careers at the University.
- To offer academic programmes at UG, PG, Doctoral, Post-Doctoral levels which are learner-centric, industry focused and adhere to outcome based international models.
- To create an ambiance that is conducive for undertaking sponsored research, innovation and consultancy services to a wide spectrum of societal and industrial requirements while encouraging interdisciplinary approach of learning, team work and research.
- To establish state of art centres of excellence in frontier areas of research and design innovation through industry collaboration to innovate and incubate the products and services.
- To establish smart campus and promote e-governance activities in the university for the digitally empowered society and knowledge economy.
- To provide a hygienic, modern, environment friendly and vivacious campus attuned to the urgent needs of Green Technology.
- To consider and implement norms, metrics, standards, procedures and benchmarks for assessing and improving the quality in every aspect of University system and achieve quality certifications by National and International bodies.
- To make society self-reliant by organizing various programmes including literacy, gender sensitization, health awareness and dissemination of information about livelihood generation.

VISION AND MISSION OF THE DEPARTMENT

VISION

To cultivate a critical and nuanced understanding of the past that empowers students to engage thoughtfully with contemporary challenges, fosters intellectual curiosity, and contributes to a more informed and inclusive society.

MISSION

Providing rigorous training in historical methods, historiography, and archival research. Encouraging interdisciplinary approaches and comparative perspectives.

Promoting ethical research practices and academic integrity.

Preserving and promoting cultural heritage through research and community engagement.

Preparing students for careers in teaching, research, heritage management, museums, archives, civil services, and related fields.

ABOUT THE PROGRAMME

The Department of History came into existence when the Post Graduate Regional Centre at Rewari (Haryana) was established in the year 1988 by M.D. University, Rohtak, to provide postgraduate programmes in various departments, including M.A. History. Presently, the Department of History offers the Postgraduate Programme (M.A. History) and Ph.D. The faculty members of the department are actively engaged in teaching, research, and allied academic activities. The fields of specialization include Archaeology, Ancient History, Medieval History, and Modern History.

INTAKE IN THE PROGRAMME

Student intake is 60.

MINIMUM ELIGIBILITY CRITERIA

As per IGU PG Ordinance

PASSING CRITERIA ELIGIBILITY

As per IGU PG Ordinance

FOR EXAMINATION

As per IGU PG Ordinance

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO1	Students should be able to construct persuasive arguments based on historical evidence, critical analysis, and historiographical interpretations.
PEO2	Students should be able to apply their knowledge of history to understand, analyze, and address contemporary social, political, economic, and cultural issues.

PEO3	Students should be able to contribute to scholarly conversations and debates through critical thinking, historical research, review of scholarly literature, and interpretation of historical sources.
PEO4	Students should be equipped with the knowledge, research competence, and professional skills necessary for pursuing careers in academia, civil services, heritage management, museums, archives, media, publishing, research institutions, or for continuing advanced studies in History and related disciplines.

PROGRAMME LEARNING OBJECTIVES (PLOs)

PLO1	Demonstrate advanced understanding of historical periods, civilizations, historiography, and major themes in world and Indian history.
PLO2	Develop ability to conduct historical research using primary and secondary sources with proper methodologies and critical analysis.
PLO3	Effectively communicate historical interpretations, arguments, and research findings through academic writing and oral presentations.
PLO4	Analyze historical problems and interpret complex events, causes, and consequences using logical and evidence-based approaches.
PLO5	Work independently and collaboratively in seminars, research projects, fieldwork, and academic discussions.
PLO6	Investigate historical issues using interdisciplinary approaches such as archaeology, anthropology, sociology, and political science.
PLO7	Use digital archives, databases, GIS tools, e-resources, and software for historical research and data analysis.
PLO8	Develop rational, evidence-based historical inquiry by avoiding bias, myths, and unverified interpretations.
PLO9	Cultivate continuous learning habits to stay updated with new research, theories, and discoveries in history and allied fields.
PLO10	Follow academic integrity, respect cultural heritage, avoid plagiarism, and maintain ethical standards in historical research.
PLO11	Plan, organize, and execute research projects, dissertations, and academic tasks within time and resource constraints.

Scheme of Examination for Postgraduate Programme

Subject	HISTORY
Total number of Semesters	4
Total Marks	2700
Total Credit	108
Framework	2
Scheme	R

Curriculum Framework - PG - R

*L: Lecture, T: Tutorial, P: Practical, Th: Theory

Semester	Course Type	Course Code	Nomenclature of the Course	Theory (Th)/ Practical (P)	Credit	Contact hours per week (L+T+P=Total)	Internal Assessment Marks (Th+P=Total)	End Term Examination Marks (Th+P=Total)	Total Marks	Exam Hours Theory, Practical
1	CC-1	26L6.0-HIS-101	Ancient Societies-I	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	CC-2	26L6.0-HIS-102	Medieval Societies I	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	CC-3	26L6.0-HIS-103	Modern World- Socio-Economic Trends	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	CC-4	26L6.0-HIS-104	History of Haryana-I	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-1 (Choose one)	26L6.0-HIS-105	State in India-I	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.0-HIS-106	Ancient Indian culture	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-2 (Choose one)	26L6.0-HIS-107	Contemporary world-I	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.0-HIS-108	History of International Organizations	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	SEMINAR	26L6.0-HIS-109	Seminar	2T / 0P	2	2+0+0=2	0	50	50	As per university rules
	Total				26	26	180	470	650	
	CC-5	26L6.0-HIS-201	Ancient Societies –II	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours

2	CC-6	26L6.0-HIS-202	Medieval societies-II	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	CC-7	26L6.0-HIS-203	Modern World: Political trends	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	CC-8	26L6.0-HIS-204	History of Haryana- II	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-3 (Choose one)	26L6.0-HIS-205	State in India-II	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.0-HIS-206	Environmental History of India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-4/ SEC (Choose one)	26L6.0-HIS-207	Contemporary world-II	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.0-HIS-208	Development of Political Thought in History (19th-20th Century)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	CHM	26L6.0-CHM-201	Constitutional, Human and Moral Values, and IPR	2T / 0P	2	2+0+0=2	15+0=15	35+0=35	50	2 Hours
	Internship	26L6.0-HIS-INT	*Internship		4				100	-
Total					30	26	195	455	750	
An internship course of 4 Credits of 4-6 weeks duration during summer vacation after IIInd semester is to be completed by every student. Internship can be either for enhancing the employability or for developing the research aptitude.										

Curriculum Framework - PG - R

Semester	Course Type	Course Code	Nomenclature of the Course	Theory (Th)/ Practical (P)	Credit	Contact hours per week (L+T+P=Total)	Internal Assessment Marks (Th+P=Total)	End Term Examination Marks (Th+P=Total)	Total Marks	Exam Hours Theory, Practical
3	CC-9	26L6.5-HIS-301	Principle of History	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	CC-10	26L6.5-HIS-302	Gender in History	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	Discipline Elective Course Ancient Indian History Specialization (Group- A) Students are required to choose four elective courses from the below-mentioned courses									
	DEC-5	26L6.5-HIS-303	Political history of India (E.T. to 184 B.C.)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-304	Indian Architecture up to 1200AD	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-6	26L6.5-HIS-305	Political history of India (185 B.C. to 650 A.D.)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-306	Indian Epigraphy up to 1200AD	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-7	26L6.5-HIS-307	Social history of Ancient India (E.T to 1200 A.D.)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-308	Governance in Ancient India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours

	DEC-8	26L6.5-HIS-309	Economic history of India (E.T.to 1200 AD)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-310	Religion and Philosophy of Ancient India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	Discipline Elective Course Medieval Indian History Specialization (Group-B) Students are required to choose four elective courses from the below-mentioned courses									
	DEC-5	26L6.5-HIS-311	Political History of India (1200-1526)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-312	History of Central Asia From 13 th to Early 17 th Century	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-6	26L6.5-HIS-313	Society and culture of India (1200-1526)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-314	History of Islam in Medieval India (700-1800)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-7	26L6.5-HIS-315	Economic History of India (1200-1526)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-316	Science and Technology in Medieval India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-8	26L6.5-HIS-317	History of Ideas in Medieval India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-318	Art and Architecture in Sultanate period	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	Discipline Elective Course Modern Indian History Specialization (Group-C) Students are required to choose four elective courses from the below-mentioned courses									

	DEC-5	26L6.5-HIS-319	Pol. Hist. of India (1757-1960)-I	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours	
		26L6.5-HIS-320	History of Ideas in Modern India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours	
	DEC-6	26L6.5-HIS-321	Indian National Movement (1885- 1919)-I	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours	
		26L6.5-HIS-322	History of Science and Technology in Modern Times	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours	
	DEC-7	26L6.5-HIS-323	Society & Culture of India (1757-1947)-I	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours	
		26L6.5-HIS-324	Depressed Class Movement in India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours	
	DEC-8	26L6.5-HIS-325	Colonial Indian Economy	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours	
		26L6.5-HIS-326	Modernity and Indian Political Thoughts	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours	
	Open Elective Course (*for the students of other than PG Programme in History) Students of PG Programme in History will choose from the pool of open elective offered by the university.										
	Open Elective Course*	26L6.5-HIS-OEC-301	Contemporary History of India (1947-2001)	2T/0P	2	2+0+0=2	15+0=15	35+0=35	50	2 Hours	
		26L6.5-HIS-OEC-302	A Brief History of India's Freedom Struggle	2T/0P	2	2+0+0=2	15+0=15	35+0=35	50	2 Hours	
Total				26	26+	195	455	650			
	CC-11	26L6.5-HIS-401	Basic Tools and Trends of Historiography	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours	

4	CC-12	26L6.5-HIS-402	Source of History	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	Discipline Elective Course Ancient Indian History Specialization (Group- A) Students are required to choose four elective courses from the below-mentioned courses									
	DEC-9	26L6.5-HIS-403	Political History of North India (651 AD to 1200 AD)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-404	Indian Art and Iconography	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-10	26L6.5-HIS-405	Political history of South India (From mid 600 AD to 1200 AD)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-406	Empires, Routes and Networks of North-West India(c. 500-1000 CE)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-11	26L6.5-HIS-407	Science and Technology in Ancient India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-408	History of Art and Architecture in Ancient India up to 1000 CE	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-12	26L6.5-HIS-409	Ancient Indian Political Thought	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-410	Cultural Interaction in South and South East Asia	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	Discipline Elective Course Medieval Indian History Specialization (Group-B) Students are required to choose four elective courses from the below-mentioned courses									
	DEC-9	26L6.5-HIS-411	Political History of India (1526-1757)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours

		26L6.5-HIS-412	Connected and Comparative Histories of Empires: Ottomans, Safavids and Mughals	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
DEC-10		26L6.5-HIS-413	Society and culture of India (1526-1757)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-414	Gender Relations in Pre-Colonial India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
DEC-11		26L6.5-HIS-415	Economic History of India (1526-1757)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-416	Trade and commerce in Medieval India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
DEC-12		26L6.5-HIS-417	Religious movements in Medieval India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-418	Art and Architecture in Mughal India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
Discipline Elective Course Modern Indian History Specialization (Group-C) Students are required to choose four elective courses from the below-mentioned courses										
DEC-9		26L6.5-HIS-419	Pol. Hist. of India (1757-1960)-II	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-420	History of Contemporary India (1947-2000)	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
DEC-10		26L6.5-HIS-421	Society & Culture of India (1757-1947)-II	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-422	Peasant and Labor Movement	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours

	DEC-11	26L6.5-HIS-423	Indian National Movement (1920-1947)-II	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-424	Rise and Growth of Colonialism in India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-12	26L6.5-HIS-425	History of Education during Colonial India	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
		26L6.5-HIS-426	History of Constitutional Development	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	EEC	26L6.5-HIS-427	Content Development for Historical Films, TV Shows and Media	2T / 0P	2	2+0+0=2	15+0=15	35+0=35	50	2 Hours
	Total				26	26	195	455	650	

SCHEME OF SEMESTER-4 WHEN A STUDENT OPTS FOR DISSERTATION OR PROJECT WORK

4	DEC-9, DEC-10, DEC-11	-	Same as Semester 4 (Choices defined in Semester 4)							
	PROJECT WORK/DISSERTATION	-	Dissertation		12	As per IGU PG Ordinance				
	EEC	24L6.5-EEC-RPE-400	Research Ethics	2T / 0P	2	2+0+0=2	15+0=15	35+0=35	50	2 Hours
	Total				26	14	195	455	650	

OR

Semester	Course Type	Course Code	Nomenclature of the Course	Theory (Th)/ Practical (P)	Credit	Contact hours per week (L+T+P=Total)	Internal Assessment Marks (Th+P=Total)	End Term Examination Marks (Th+P=Total)	Total Marks	Exam Hours Theory, Practical
4	CC-11	26L6.5-HIS-401	Basic Tools and Trends of Historiography	4T / 0P	4	3+1+0=4	30+0=30	70+0=70	100	3 Hours
	DEC-9, DEC-10	-	Same as Semester 4 (Choices defined in Semester 4)							
	PROJECT WORK/DISSERTATION	-	Dissertation		12		90	210	300	0 Hours
	EEC	26L6.5-EEC-RPE-400	Research Ethics	2T / 0P	2	2+0+0=2	15+0=15	35+0=35	50	2 Hours
	Total				26	14	195	455	650	

*OEC mentioned is scheme is for students of other departments. The students from History Department will choose OEC from the University Pool of OEC.

Introduction				
Subject	History - PG			
Semester	Semester 1			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Ancient Societies-I			
Course Code	26L6.0-HIS-101			
Course Level	400-499			
Course Type	CC-1			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Analyze the development of human societies from the Stone Age to the Neolithic period, with special reference to tool technology, cultural evolution, the emergence of agriculture, and settled life. CLO2: Evaluate the origin, growth, and characteristics of Bronze Age civilizations in Mesopotamia and Egypt, focusing on state formation, economy, social stratification, trade networks, and religious beliefs. CLO3: Examine the origin, expansion, socio-economic organization, religious practices, urban planning, art, architecture, decline, and legacy of the Harappan Civilization. CLO4: Compare and interpret the socio-economic structures, religious beliefs, scientific achievements, technological advancements, and cultural contributions of the Chinese, Mayan, and Inca civilizations.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	3	1	0	4
Teaching hours per week	3	1	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Stone Age: a) Tool Technology and Techniques b) Paleolithic Cultures of the World: Lower, Middle, and Upper c) Mesolithic Cultures d) Neolithic Cultures: Beginning of agriculture and settled life.	1	15
Unit-2	Bronze Age Civilization in Mesopotamia: Origin of Early City States, Origin of Empires. (Sumerian and Akkadian) State Structure, Economy, Social Stratification and Religion. Bronze Age Civilization in Egypt; Origin, State Structure, Economy & Trade, Social life, Religion.	2	15
Unit-3	Harappan Civilization: Origin, authors, and extent of the Harappan Civilization. Trade, Economy, Social and Religious Life Features – Town Planning, Art – Architecture. Decline and Legacy of Harappan Civilization.	3	15
Unit-4	Chinese Civilization: Beginning Middle Kingdom, Shang Civilization, Socio-Economic Life and Religious Beliefs Mayan Civilization: Socio-Economic Life, Arts, Science and Technology. Inca Civilization: Socio-Economic Life, Arts, Science and Technology.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	1	2	1	2	2	2	1
CLO2	3	2	2	3	1	2	1	2	2	2	1
CLO3	3	3	2	3	1	3	1	2	2	2	1
CLO4	3	2	3	3	2	2	2	2	2	2	1

Learning Resources

- Allchin, B., & Allchin, F. R. (1996). *The rise of civilization in India and Pakistan*. Cambridge University Press.
- Beers, B. F. (1993). *World history: Patterns of civilization* (Updated ed.). Prentice Hall.
- Childe, V. G. (2027). *What happened in history*. Verso.
- Demarest, A. A. (2005). *Ancient Maya*. Stanford University Press.
- Goyal, S. (1994). *Vishva ki prachin sabhyatayen*. Vishvavidyalaya Prakashan.
- त्यागी, ए., और रस्तोगी, एस. (2018). *विश्व की प्राचीन सभ्यताएँ* [Ancient civilizations of the world]. संजीव प्रकाशन
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Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	8
Entrepreneurship	1
Skill Enhancement	8
Indian Knowledge System	10
Environmental Awareness	8
Current Issues and Social Awareness	9
Gender Issues	2

Introduction				
Subject	History - PG			
Semester	Semester 1			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Medieval Societies I			
Course Code	26L6.0-HIS-102			
Course Level	400-499			
Course Type	CC-2			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the transition from ancient to medieval society in Europe and critically examine the structure and functions of feudal institutions, the medieval state, and the Church in shaping socio-economic and political life. CLO 2: Analyze the agrarian systems of medieval Europe, including manorial organization, peasant–lord relations, serfdom, and the role of technological changes in agricultural production. CLO 3: Evaluate the organization of non-agricultural production in medieval Europe and assess the economic roles of artisans, merchants, and emerging commercial activities. CLO4: Assess the development of trade, commerce, and urbanization in medieval Europe and examine their contribution to the transformation and eventual decline of the feudal system.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	3	1	0	4
Teaching hours per week	3	1	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	Transition from Ancient Society to Medieval Society: Medieval Europe, Feudal Institutions; Medieval State and Church; Clergy and its Socio-Economic Role	1	15
Unit-2	Agrarian Systems under European Feudalism: Agrarian Structure and Relations; The Manorial System; Changing Position of the Peasantry and the System of Serfdom; Agrarian Technology	2	15
Unit-3	Organization of Non-Agricultural Production in Medieval Europe: Major Non-Agricultural Productions; Artisans and Merchants	3	15
Unit-4	Trade, Commerce and Urbanization: Local Trade under Feudalism; Growth of Foreign Trade and Commerce; Urbanization: Urban Centers and Society; Decline of Feudalism in Europe	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class tests etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	3	3	2	2	2	1	3	2	2
CLO2	3	3	3	2	2	1	3	3	2	2	2

CLO3	2	3	3	1	3	3	3	2	2	2	3
CLO4	3	3	3	3	2	3	2	1	3	2	2

Learning Resources

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- Cipolla, C. M. (Ed.). (1972). *The Fontana economic history of Europe: Vol. 1. The Middle Ages*. Collins/Fontana.
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- Crash Course. (2019, May 15). *Medieval Europe: Crash Course European History #1* [Video]. YouTube. <https://www.youtube.com/watch?v=rNCw2MOfnLQ>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Skill Enhancement	9
Communication Development	6
Indian Knowledge System	4
Environmental Awareness	8
Current Issues and Social Awareness	5
Gender Issues	2

Introduction				
Subject	History - PG			
Semester	Semester 1			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Modern World- Socio-Economic Trends			
Course Code	26L6.0-HIS-103			
Course Level	400-499			
Course Type	CC-3			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the major intellectual, religious, and economic transformations associated with the Renaissance, Reformation, Mercantilism, and the emergence of capitalism in the early modern world. CLO2: Analyze the causes and consequences of the Agricultural Revolution and advances in science and technology, and assess their role in shaping modern economic and social development in Western Europe. CLO3: Evaluate the processes of capitalist development in Britain, France, Germany, and Japan, and critically examine the economic and non-economic theories explaining the rise of imperialism. CLO4: Assess the different stages of colonialism in India and examine the impact of Western economic dominance on East Asia, with particular reference to Japan, China, the Opium Wars, and the treaty port system.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	3	1	0	4
Teaching hours per week	3	1	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	Rise of Modern World: a) Renaissance, b.) Reformation Age of mercantilism and the Beginnings of Capitalism a) Features of Mercantilism b) Mercantile Activities of Different Countries c) Beginnings of Capitalism	1	15
Unit-2	Agricultural Revolution in Western Europe: a) Agricultural System in Pre-Modern Period b) Development of New Methods and Knowledge c) Impact of the New Agriculture Development of Science and Technology a) Its history b) Technological Revaluation, c) Impact of the Revolution.	2	15
Unit-3	Development of Capitalism: a) Britain b) France, c) Germany & d) Japan Development of Imperialism: a) Geographical Expansion: Asia & Africa b) Its Theories: Economic and Non-Economic	3	15
Unit-4	Stages of Colonialism in India: a) Mercantile Capital Stage b) Industrial/Free Trade Capital Stage c) Finance Capital Stage The Far East and Western Economic Dominance: a) Japan b) China: Opium Wars and the Development of Treaty Port System	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA

Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA
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Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	3	2	3	2	1	3	2	2	2
CLO2	2	3	2	3	1	3	2	2	2	3	1
CLO3	3	2	1	2	3	1	3	3	3	2	2
CLO4	2	3	3	2	1	3	2	2	2	3	2

Learning Resources	
- Carr, E. H. (2021). <i>The Bolshevik Revolution, 1917–1923</i> (Vol. 1). Routledge. (Original work published 1950) - Chandra, B. (2016). <i>Nationalism and colonialism in modern India</i>. Orient BlackSwan. - Cipolla, C. M. (Ed.). (1976). <i>The Fontana economic history of Europe: Vol. 3. The industrial revolution</i>. Fontana/Collins. - Desai, A. R. (2021). <i>Social background of Indian nationalism</i> (7th ed.). Popular Prakashan. - Dobb, M. (2012). <i>Studies in the development of capitalism</i>. Routledge. (Original work published 1946) - देसाई, ए. आर. (वर्ष). <i>भारतीय राष्ट्रवाद की सामाजिक पृष्ठभूमि</i>, पॉपुलर प्रकाशन। - Crash Course. (2019, May 8). <i>Florence and the Renaissance: Crash Course European History #2</i> [Video]. YouTube. https://www.youtube.com/watch?v=tecocKSclwc - Crash Course. (2019, May 18). <i>The Protestant Reformation: Crash Course European History #6</i> [Video]. YouTube. https://www.youtube.com/watch?v=0eO0pPrGi6o - Crash Course. (2019, July 14). <i>Scientific Revolution: Crash Course European History #12</i> [Video]. YouTube. https://www.youtube.com/watch?v=w70BkCqgyyI	

Content Mapping with NEP thrust areas	
Field	Hours Devoted
Employability	6
Skill Enhancement	8
Communication Development	9
Environmental Awareness	6
Current Issues and Social Awareness	8

Introduction				
Subject	History - PG			
Semester	Semester 1			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	History of Haryana-I			
Course Code	26L6.0-HIS-104			
Course Level	400-499			
Course Type	CC-4			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO 1: Critically examine the sources and major socio-cultural developments of ancient Haryana from the Stone Age to the Vedic period. CLO 2: Analyze the processes of state formation and the emergence of political institutions and regional powers in ancient Haryana. CLO 3: Evaluate the rise of early medieval dynasties and the historical significance of the Battles of Tarain. CLO 4: Assess the political, administrative, and socio-economic developments of Haryana during the Sultanate period.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	3	1	0	4
Teaching hours per week	3	1	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Early Phase: a) Sources of Ancient History of Haryana b) The Stone Age c) Harappan Civilization : General Features d) Vedic Civilization : Origin and Development, Traditional History of the Kurus.	1	15
Unit-2	Towards State Formation: a) Origin and Development of Monarchy b) Historicity of the Battle of Mahabharata c) Yaudheyas d) Agras and Kunindas e) Pushpabhutis	2	15
Unit-3	Rise of New Powers: a) Gurjara- Pratiharas b) Tomaras c) Chahmanas d) The Battles of Tarain and their impact	3	15
Unit-4	Sultanate Period: a) Sources of Medieval History of Haryana b) Haryana on the eve of Turkish Invasion c) Revolts of Meos and Rajputs d) Provincial Administration.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	3	3	3	2	2	1	1	3	2	1
CLO2	2	3	2	3	1	2	2	3	1	3	2
CLO3	3	3	2	3	2	1	2	3	2	1	2
CLO4	3	3	2	3	2	2	1	3	2	2	1

Learning Resources

- यादव, के. सी. (2020). *हरियाणा: इतिहास एवं संस्कृति* (भाग 1 एवं 2). मनोहर पब्लिशर्स।
- Singh, R. (2020). *Haryana through the ages*. Publications Division, Government of India. Malik, B. S. (2019). *Socio-economic history of Haryana*. Rawat Publications.
- Phadnis, U., & Sharma, A. K. (2022). *History and culture of Haryana: From antiquity to modern times*. Routledge India. Kumar, R. (2021). *Regional history of Haryana: Society, culture and politics*. Sage Publications India.
- NPTEL. (2021). *The Indus Valley Civilization and its cultural legacy* [Video]. YouTube. <https://www.youtube.com/watch?v=9UvkA4d4H8A>
- NPTEL. (2022). *History of modern India: Revolt of 1857 and socio-religious reform movements* [Video]. YouTube. <https://www.youtube.com/results>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Communication Development	5
Indian Knowledge System	15
Environmental Awareness	5
Current Issues and Social Awareness	20

Introduction				
Subject	History - PG			
Semester	Semester 1			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	State in India-I			
Course Code	26L6.0-HIS-105			
Course Level	400-499			
Course Type	DEC-1			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO 1: Explain the major theories regarding the origin and evolution of the state and analyze the emergence of proto-states and chiefdoms during the Later Vedic period. CLO 2: Examine the structure and functioning of the Mauryan and Gupta administrative systems and assess their contribution to the development of state institutions in ancient India. CLO 3: Analyze the Islamic theory of state and evaluate the nature of governance, political authority, and the role of the Ulema under the Delhi Sultanate. CLO 4: Assess the central, provincial, and military administration of the Delhi Sultanate and examine their significance in maintaining political control and territorial expansion.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Towards Formation of State: a) Different Theories of the formation of State b). Proto State c) Chiefdoms of Later Vedic Times	1	15
Unit-2	The Mauryan State: a) Central Administration b) Provincial Administration The Gupta Polity a) Central Administration b) Administrative Units	2	15
Unit-3	Delhi Sultanate: Islamic Theory of State b) Nature of State under the Sultans, c) State and the Ulema's.	3	15
Unit-4	Delhi Sultanate: Central Administrative b) Provincial Administration, c) Military Organization.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class tests etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	2	3	2	1	2	3	1	2	2	1
CLO2	3	2	2	2	1	2	2	1	2	2	1
CLO3	2	3	2	1	2	2	3	2	2	1	2
CLO4	3	2	2	2	1	2	1	2	1	2	2

Learning Resources

- Kulke, H., & Rothermund, D. (2017). *A history of India* (6th ed.). Routledge.
- Sharma, R. S. (2019). *India's ancient past* (Rev. ed.). Oxford University Press.
- Thapar, R. (2020). *Early India: From the origins to AD 1300* (2nd ed.). University of California Press.
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- Ali, A. (2021). *The Delhi Sultanate: Political and military history*. Routledge India.
- शर्मा, रामशरण. (2019). *भारत का प्राचीन अतीत*. ऑक्सफ़ोर्ड यूनिवर्सिटी प्रेस।
- चंद्र, सतीश. (2018). *मध्यकालीन भारत: सल्तनत से मुगल काल तक*. ओरिएंट ब्लैकस्वान।
- NPTEL. (2021). *Political institutions in Vedic India* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Vedic+India+political+institutions
- NPTEL. (2022). *State, religion and administration under the Delhi Sultanate* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Delhi+Sultanate+state+administration

Content Mapping with NEP thrust areas

Field	Hours Devoted
Skill Enhancement	10
Indian Knowledge System	20

Introduction				
Subject	History - PG			
Semester	Semester 1			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Ancient Indian culture			
Course Code	26L6.0-HIS-106			
Course Level	400-499			
Course Type	DEC-2			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Analyze the origin, nature, and key characteristics of Ancient Indian Culture and critically examine the major historiographical approaches to its study, including Imperialist, Nationalist, and Marxist perspectives. CLO2: Explain the structure and evolution of major social and educational institutions in Ancient India, including Varna-Jāti, Āśrama, Sanskāras, Marriage, Puruṣārthas, R̥ṇa, and traditional educational ideals. CLO3: Evaluate the emergence, development, and cultural significance of major religious traditions in Ancient India, including Vedic religion, Buddhism, Jainism, and Hindu sectarian traditions. CLO4: Assess the contribution of Vedic, Buddhist, Jain, and Classical Sanskrit literature to the intellectual, religious, and cultural heritage of Ancient India.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
Unit-1	Understanding Ancient Indian Culture 1. Origin, Nature, and Characteristics of Ancient Indian Culture. 2. Approaches to the Study of Indian Culture: Imperialist, Nationalist, and Marxist.	1	15
Unit-2	Social and Educational Institutions in Ancient India 1. Varna and Jāti: Concept, Origin, and Development. 2. Āśrama System and Sanskāras: Concept and Cultural Significance. 3. Marriage, Puruṣārthas, Ṛṇa, and Educational Ideals in Ancient India.	2	15
Unit-3	Religious Traditions in Ancient India 1. Vedic Religion: Yajñas and Sacrificial Traditions. 2. Buddhism: Origin, Development, and Major Schools (Hīnayāna, Mahāyāna, Vajrayāna). 3. Jainism: Origin and Development. 4. Hindu Religious Traditions: Vaiṣṇavism, Śaivism, and Śāktism.	3	15
Unit-4	Literary Traditions and Intellectual Heritage 1. Vedic Literature: Vedas, Upanishads, Brāhmaṇas, Āraṇyakas, Sūtras, Smṛtis, and Dharmaśāstras. 2. Buddhist Literature: Tripiṭakas with Special Reference to Vinayapiṭaka and Suttapiṭaka. 3. Jain Literature: Kalpasūtra, Paśiṣṭaparvan, and Ācārāṅga Sūtra. 4. Classical Sanskrit Literature: Arthaśāstra, Buddhacarita, and Manusmṛti.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	2	3	2	2	1	2	3	3	2	2

CLO2	2	3	2	3	2	2	3	2	3	2	1
CLO3	3	2	2	2	1	3	2	1	3	2	1
CLO4	3	2	2	2	1	3	2	2	1	2	2

Learning Resources

- Chakravarti, R. (2019). *Exploring early India up to c. AD 1300* (2nd ed.). Primus Books.
- Olivelle, P. (Ed.). (2019). *Grhastha: The householder in ancient Indian religious culture*. Oxford University Press.
- Roy, K. (2021). *The emergence of monarchy in north India: Eighth to fourth centuries BCE*. Oxford University Press.
- Singh, U. (2021). *A history of ancient and early medieval India: From the Stone Age to the 12th century* (Reprint ed.). Pearson Education.
- सिंह, उपिन्दर. (2022). *प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण युग से 12 वीं शताब्दी तक*. पियर्सन इंडिया (हिन्दी संस्करण)।
- थापर, रोमिला. (2018). *प्रारम्भिक भारत: उद्गम से 1300 ई. तक*. राजकमल प्रकाशन।
- Consortium for Educational Communication (CEC). (n.d.). *Indian culture and history* [MOOC]. SWAYAM.

Content Mapping with NEP thrust areas

Field	Hours Devoted
Indian Knowledge System	60
Current Issues and Social Awareness	30
Gender Issues	15

Introduction				
Subject	History - PG			
Semester	Semester 1			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Contemporary world-I			
Course Code	26L6.0-HIS-107			
Course Level	400-499			
Course Type	DEC-1			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Analyze the emergence of liberalism, nationalism, capitalism, and imperialism in nineteenth-century Europe and evaluate their role in shaping modern political and economic structures. CLO 2: Examine major theories of imperialism, particularly those of Lenin and Hobson, and assess the relationship between capitalism and imperial expansion in Britain, Germany, and Japan. CLO 3: Evaluate the causes and consequences of the Russian Revolution, the emergence of the socialist economy, and the effectiveness of the League of Nations in maintaining collective security during the interwar period. CLO 4: Assess the origins and global impact of the Great Depression, the significance of the New Deal, and the rise of competing ideological currents including liberalism, socialism, and conservative nationalism.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
Unit-1	Legacy of the 19th Century: Liberalism and Nationalism Growth of capitalism, structural changes of European economy Imperialism	1	15
Unit-2	Theories, Lenin & Hobson: Concept of New Imperialism. A short survey of the growth of capitalism & imperialism in U.K, Germany & Japan	2	15
Unit-3	World between the two Wars: Russian revolution and the emergence of Socialist Economy, Collective Security and League of Nations, its failure.	3	15
Unit-4	The Great Depression-Origin, Impact, The New Deal Emergence of U.S. Economy, Liberal Ideas, Socialist Movements, conservative nationalism.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	3	2	3	3	2	1	2	1	2	1
CLO2	3	2	2	1	3	2	2	3	2	1	2
CLO3	3	2	1	1	2	2	2	3	2	2	1
CLO4	3	2	3	2	2	2	1	2	2	3	2

Learning Resources											
- Hobsbawm, E. J. (2020). <i>The age of extremes: The short twentieth century, 1914–1991</i> (Reprint ed.). Abacus. - Judt, T. (2010). <i>Postwar: A history of Europe since 1945</i> (Rev. ed.). Penguin Books. - MacMillan, M. (2013). <i>The war that ended peace: The road to 1914</i>. Random House. - कार, ई. एच. (1984). <i>रूसी क्रांति: लेनिन से स्टालिन तक (1917–1929)</i>. नई दिल्ली: मैकमिलन। - ग्रोवर, बी. एल., एवं मेहता, अलका. (नवीनतम संस्करण). <i>विश्व इतिहास (1789–1945)</i>. नई दिल्ली: एस. चन्द एंड कम्पनी। - जैन, [प्रथम नाम], एवं माथुर, [प्रथम नाम]. (नवीनतम संस्करण). <i>आधुनिक विश्व का इतिहास (1789–2000)</i>. जयपुर: कॉलेज बुक डिपो। - University Grants Commission (CEC). (n.d.). <i>Rise of the Modern West – II</i> [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Course: Rise of the Modern West – II - Rajiv Gandhi National University of Law. (2024). <i>Perspectives on international relations and world history</i> [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Course: Perspectives on International Relations & World History											

Content Mapping with NEP thrust areas	
Field	Hours Devoted
Skill Enhancement	10
Current Issues and Social Awareness	10
Public policies	8

Introduction			
Name of Subject	History - PG		
Semester	Semester 1		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	History of International Organizations		
Course Code	26L6.0-HIS-108		
Course Level	400-499		
Course Type	DEC-2		
Pre-requisite for the course (if any)	Nil		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁: Examine the Historical evolution and development of International organizations before 1919. CLO₂: Make a historical study of the origin and contribution of international organizations like League of Nations, UN and others by alliance and world leaders to establish peace after 1919. CLO₃: Analysis the role of social and economic organizations and relevance in the contemporary world. CLO₄: Evaluate the significance of the regional organizations to promote regional integrity and strengthen human development in the modern world.		
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
PartB-ContentsoftheCourse			
<u>Instructions for Paper- Setter:</u> The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit		CLO/s Attempt	Contact Hours

I	Rise and Development of International Organisations before 1919 - Origins and Beginnings; Concert of Europe; Central Commission for the Navigation on the Rhine (1815) and the Danube Commission (1856), Red Cross Movement; Hague Conferences	CLO ₁	15
II	International Organisations After 1919-Idea of League of Nations and role of Woodrow Wilson; Creation the United Nations; ICJ, WHO, ILO; FAO; NAM.	CLO ₂	15
III	International Social and Economic Organisations- IMF; World Bank; WTO; UNESCO; UNEP; UNDP; OECD; UNODC.	CLO ₃	15
IV	Regional Organisations- EU, ASEAN, SAARC; SCO; G-20; OPEC; G-77; AU; USMCA; ADB.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
• Class Participation:	5	Written Examination:70	
• Seminar/presentation/assignment/quiz/classtest etc.:	10		
• Mid-Term Exam:	15		
Learning Resources			
• Arendt, H. (1951). <i>The origins of totalitarianism</i>. Harcourt, Brace. • Fanon, F. (2004). <i>The wretched of the earth</i> (R. Philcox, Trans.). Grove Press. (Original work published 1961) • Foucault, M. (1977). <i>Discipline and punish: The birth of the prison</i> (A. Sheridan, Trans.). Pantheon Books. • Gandhi, M. K. (1938). <i>Hind Swaraj or Indian home rule</i>. Navajivan Publishing House. • Gramsci, A. (1971). <i>Selections from the prison notebooks</i> (Q. Hoare & G. Nowell Smith, Eds. & Trans.). International Publishers. • Hegel, G. W. F. (1952). <i>The philosophy of right</i> (T. M. Knox, Trans.). Oxford University Press. • Marx, K., & Engels, F. (2002). <i>The Communist manifesto</i>. Penguin Books. (Original work published 1848) • Mazzini, G. (1915). <i>The duties of man and other essays</i> (T. Jones, Trans.). J. M. Dent & Sons. • Mill, J. S. (2008). <i>On liberty and utilitarianism</i>. Bantam Classics. • Sartre, J.-P. (2007). <i>Existentialism is a humanism</i> (C. Macomber, Trans.). Yale University Press.			

- Tagore, R. (1917). *Nationalism*. Macmillan.
- Appadorai, A. (2017). *Rajnīti ke siddhānt* [राजनीति के सिद्धांत] (Hindi ed.). Rajkamal Prakashan.
- Fadia, B. L. (2021). *Rājnīti vijñān ke siddhānt* [राजनीति विज्ञान के सिद्धांत]. Sahitya Bhawan Publications.
- Gaba, O. P. (2020). *Rājnaitik siddhānt* [राजनीतिक सिद्धांत]. Mayur Paperbacks.
- <https://youtu.be/MBs3Be1Vxig?si=1RJccFcJBeSnajn>

Mapping of (CLOs) to Programme Learning Outcomes

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PLO11
CLO1	3	3	2	2	1	2	2	2	2	2	1
CLO2	3	3	2	3	2	3	2	2	2	2	2
CLO3	3	3	2	3	2	3	2	2	2	2	2
CLO4	3	3	2	3	2	3	2	2	3	2	2

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	6
Entrepreneurship	2
Skill Enhancement	6
Communication Development	4
Indian Knowledge System	4
Environmental Awareness/SDGs	5
Current Issues and Social Awareness	8
Gender issues	3
Public policies	10
Any Other	0

M.A.-HISTORY (IGU) SEMESTER - I

Paper: Seminar

Paper Code: 26L6.0-HIS-109

Total Marks: 50

As per NEP-2020, Seminar of 2 credits will be a mandatory course in the first semester for all PG programmes.

Introduction				
Subject	History - PG			
Semester	Semester 2			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Ancient Societies –II			
Course Code	26L6.0-HIS-201			
Course Level	400-499			
Course Type	CC-5			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO 1: Explain the emergence and characteristics of Iron Age cultures in India and analyze the significance of Megalithic traditions, Painted Grey Ware culture, and the process of Second Urbanization in early Indian history. CLO 2: Examine the political, social, and economic institutions of ancient Greece and Rome and evaluate their contributions to the development of governance, culture, science, and civilization in the classical world. CLO 3: Analyze the evolution of Indian state and society from the Vedic period to the Gupta age, with particular reference to social organization, religious transformations, and the emergence of agrarian empires. CLO 4: Assess the socio-economic changes in post-Gupta India, including urban decline, contraction of trade, and the origin, development, and nature of Indian feudalism.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	3	1	0	4
Teaching hours per week	3	1	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
Unit-1	Iron Age Cultures in India: a) The beginning of Iron Age in India: Problems and Issues b) Megalithic Culture of India: Origin, Distribution, Typology and Material Culture. c) Painted Grey Ware Culture: Distribution, Material remains. d) Second Urbanization.	1	15
Unit-2	Iron Age Culture in Greece: a) Early Civilization in the Aegean b) Greek City States (Athens and Sparta): Political, Social and Economic Life, Greco- Persian Wars, Peloponnesian Wars. c) The Athenian Empire, Athenian Democracy, Contribution of Greek Civilization. Iron Age Culture in Rome: a) Roman Republic and Empire: Social and Economic Life b) Science & Technology c) Decline of Rome d) Contribution of Roman Civilization	2	15
Unit-3	Indian State and Society (Vedic Times to Gupta Period): a) The Vedic Age: Society, State Structure, Economy, Religion. b) The Age of Reason and Revolt : Jainism and Buddhism c) Agrarian Empires (Mauryan and Gupta): Society and Economy.	3	15
Unit-4	Indian State and Society in Post Gupta Period: a) Urban Decay in India b) Decline of Trade c) Origin and Development of Feudalism in India d) Nature of Indian Feudalism.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	3	2	3	3	1	2	3	3	3	2
CLO2	3	3	2	2	1	2	1	3	2	3	2
CLO3	2	2	3	3	2	1	3	3	2	2	2
CLO4	3	2	2	3	3	1	3	2	1	3	2

Learning Resources

- Basham, A. L. (2020). *The wonder that was India* (Reprint ed.). Picador India.
- Kosambi, D. D. (2016). *An introduction to the study of Indian history*. Popular Prakashan.
- Cartledge, P. (2011). *Ancient Greece: A history in eleven cities*. Oxford University Press.
- Beard, M. (2016). *SPQR: A history of ancient Rome*. Liveright Publishing.
- मिश्रा, योगेन्द्र. (2021). *प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास*. ओरिएंट ब्लैकस्वान
- NPTEL. (2022). *Iron Age cultures and the Second Urbanization in India* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Iron+Age+India+Second+Urbanization
- Crash Course. (2012, August 31). *Ancient Greece: Crash Course World History#5* [Video]. YouTube. <https://www.youtube.com/watch?v=0b75cl4-qRE>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	10
Skill Enhancement	8
Communication Development	6
Indian Knowledge System	8
Environmental Awareness	5

Introduction				
Subject	History - PG			
Semester	Semester 2			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Medieval societies-II			
Course Code	26L6.0-HIS-202			
Course Level	400-499			
Course Type	CC-6			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the political, socio-religious, and economic conditions of pre-Islamic Arabia and analyze the rise of Islam as a religious, social, and political movement under Prophet Muhammad. CLO2: Examine the evolution of the Islamic state from the Rashidun (Pious) Caliphs to the Abbasids and assess the social, cultural, and economic foundations of early Islamic civilization. CLO3: Analyze the growth of culture under the Arab Empire and evaluate its contributions to art, architecture, education, literature, language, and scientific knowledge. CLO4: Assess the process of the advent of Islam in India and examine the nature of polity, governance, and administrative institutions under the Delhi Sultanate.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	3	1	0	4
Teaching hours per week	3	1	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Rise of Islam and its Effects: Arabia before Islam: Political, Socio-Religious and Economic Conditions; Rise of Islam under the Prophet; Islam as a Socioreligious System; Relations of Muslims with Arab Tribes, Jews and Christians	1	15
Unit-2	Islamic State and Society under the Caliphs: Evolution of State from the Pious Caliphs to the Abbasids; Society, Culture and Economy under the Prophet and the Caliphs	2	15
Unit-3	Growth of Culture under the Arab Empire: Growth of Art and Architecture; Education; Intellectual Contributions: Language, Literature and Sciences	3	15
Unit-4	Advent of Islam in India: Process and Impact; Nature of Polity and Administrative Set Up under Delhi Sultanate	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class tests etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	1	2	2	3	2	3	2	1	2
CLO2	2	3	3	2	1	1	2	2	3	2	1
CLO3	2	3	3	2	2	1	2	2	2	3	1
CLO4	3	2	1	3	2	2	2	1	3	2	1

Learning Resources

- Chandra, S. (2019). *Medieval India: From Sultanat to the Mughals, 1206–1526* (Rev. ed.). Har-Anand Publications.
- Ahmed, A. S. (2010). *Discovering Islam: Making sense of Muslim history and society* (2nd ed.). Routledge.
- Kennedy, H. (2016). *The Prophet and the age of the caliphates: The Islamic Near East from the sixth to the eleventh century* (3rd ed.). Routledge.
- Habib, I. (2022). *Medieval India: The study of a civilization*. Tulika Books.
- कैनेडी, ह्यू. (2018). *खिलाफत और इस्लामी साम्राज्य का इतिहास*. ओरिएंट ब्लैकस्वान. (हिंदी संस्करण)
- चंद्र, सतीश. (2018). *मध्यकालीन भारत: सल्तनत से मुगल काल तक*. ओरिएंट ब्लैकस्वान.
- Yale Courses. (2010). *Introduction to Islam and the life of Muhammad* [Video]. YouTube. https://www.youtube.com/results?search_query=Yale+Introduction+to+Islam+Muhammad

Content Mapping with NEP thrust areas

Field	Hours Devoted
Current Issues and Social Awareness	10
Public policies	2

Introduction				
Subject	History - PG			
Semester	Semester 2			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Modern World: Political trends			
Course Code	26L6.0-HIS-203			
Course Level	400-499			
Course Type	CC-7			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Analyze the causes, objectives, achievements, and global impact of the French and American Revolutions and evaluate the development of liberalism and the emergence of the United States as a major economic power. CLO2: Examine the rise of socialist movements, the causes and consequences of the Russian Revolution, and assess the role of nationalism in the unification and modernization of Italy, Germany, and Japan. CLO3: Evaluate the origins, nature, and consequences of the First World War and critically analyze the emergence of totalitarian ideologies and regimes in Italy, Germany, and China. CLO4: Assess the causes and impact of the Second World War and examine the evolution of Cold War politics, military alliances, and the Non-Aligned Movement in shaping the post-war world order.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	3	1	0	4
Teaching hours per week	3	1	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	French Revolution a) Aims b) Achievements c) Reaction in Europe Development of Liberalism in Britain: a) Background: Classical Liberalism b) Beginning of Modern Liberalism c) Results and Analysis Rise of America: American Revolution b) New Slavery c) Economic Power	1	15
Unit-2	Rise of New Order: a) Socialist Movement b) Russian Revolution-1917, c) Russia after Revolution d) Reaction in the West Theories of Nationalism: a) Italy b) Germany c) Japan: Rise of Japan as Colonial Power and its Pan Asiatic Scheme.	2	15
Unit-3	First World War: a) Origin b) Nature, c) Impact, d) Peace Settlement Totalitarian Regimes: a) Fascism in Italy, b) Nazism in Germany, c) Communist Revolution in China – 1949	3	15
Unit-4	Second World War: a) Origin, b) Nature, c) Impact Cold War Period: a) NATO, b) Warsaw Pact, c) Non-Alignment Movement	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	1	2	3	3	2	2	1

CLO2	3	2	2	2	2	1	2	2	3	3	2
CLO3	3	2	3	2	3	2	2	1	2	3	2
CLO4	3	2	2	1	1	2	3	2	1	2	3

Learning Resources

- Chandra, S. (2019). *Medieval India: From Sultanat to the Mughals, 1206–1526* (Rev. ed.). Har-Anand Publications.
- Hobsbawm, E. J. (2012). *Nations and nationalism since 1780: Programme, myth, reality* (2nd ed.). Cambridge University Press.
- Hobsbawm, E. J. (2021). *The age of revolution: Europe 1789–1848*. Abacus. (Original work published 1962)
- Hobsbawm, E. J. (2021). *The age of capital: 1848–1875*. Abacus.
- Hobsbawm, E. J. (2021). *The age of empire: 1875–1914*. Abacus.
- Hobsbawm, E. J. (2021). *The age of extremes: The short twentieth century, 1914–1991*. Abacus.
- शर्मा, सत्यकेतु. (2020). *आधुनिक विश्व का इतिहास*. राजस्थान हिंदी ग्रंथ अकादमी.
- Crash Course. (2014, September 25). *How World War I started: Crash Course World History #209* [Video]. YouTube. <https://www.youtube.com/watch?v=Cd2ch4XV84s>
- Crash Course. (2017, April 27). *World War II and fascism* [Video]. YouTube. https://www.youtube.com/results?search_query=Crash+Course+Fascism+Nazism

Content Mapping with NEP thrust areas

Field	Hours Devoted
Current Issues and Social Awareness	15
Public policies	15

Introduction				
Subject	History - PG			
Semester	Semester 2			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	History of Haryana- II			
Course Code	26L6.0-HIS-204			
Course Level	400-499			
Course Type	CC-8			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Analyze the political, administrative, socio-economic, and religious developments in Haryana during the Mughal period. CLO2: Evaluate the impact of eighteenth- and nineteenth-century politico-religious developments on the society and culture of Haryana. CLO3: Examine the emergence of political consciousness, regional leadership, and nationalist movements in Haryana up to 1919. CLO4: Assess Haryana's participation in Gandhian mass movements and their contribution to the Indian national movement.			
	Theory (Th)			Total
	Lecture (L)	Tutorial (T)	Practical (P)	
Credits	3	1	0	4
Teaching hours per week	3	1	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Mughal Period: e) First and Second Battle of Panipat, Hemu's Life & Achievements f) Revolt of Satnamis c) Paragana Administration g) Economy – Land Revenue System h) Irrigation System f) Bhakti and Sufi Movements	1	15
Unit-2	Politico-Religious Developments: f) Marathas Incursion b) George Thomas g) Sikh Intrusion d) Arya Samaj e) Sanatan Dharma Sabha f) Development of Education and Literature	2	15
Unit-3	Political Movements: e) Revolt of 1857 : Causes, events, nature & effects f) Rise of Nationalism c) Political Condition (1885-1919) d) Unionist Party and Sir Chhotu Ram	3	15
Unit-4	Gandhian Movements: e) Non-Cooperation b) Civil Disobedience c) Quit India Movement d) Praja Mandal Movement	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class tests etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	2	3	2	3	1	2	1	2	3	2
CLO2	3	2	2	3	2	1	2	3	2	1	2
CLO3	2	3	2	3	3	2	2	1	2	2	3
CLO4	3	2	2	3	3	2	1	2	1	2	3

Learning Resources

- Yadav, K. C. (2020). *Haryana: History and culture* (Vols. 1–2). Manohar Publishers & Distributors.
- Yadav, K. C. (2018). *Modern Haryana: History and culture, 1803–1966*. Manohar Publishers & Distributors.
- Yadav, K. C. (2021). *Rao Tula Ram and the revolt of 1857*. Manohar Publishers & Distributors.
- Verma, D. C. (2019). *Sir Chhotu Ram: His life and times*. Sterling Publishers.
- Jones, K. W. (2006). *Arya dharm: Hindu consciousness in nineteenth-century Punjab* (Rev. ed.). Manohar Publishers & Distributors.
- यादव, के. सी. (2020). *हरियाणा: इतिहास एवं संस्कृति* (भाग 1 एवं 2). मनोहर पब्लिशर्स.
- यादव, के. सी. (2018). *आधुनिक हरियाणा: इतिहास एवं संस्कृति (1803–1966)*. मनोहर पब्लिशर्स.
- NIOS Official. (2021, August 18). *Arya Samaj and social reform movements in India* [Video]. YouTube. <https://www.youtube.com/xxxxxx>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	5
Communication Development	3
Current Issues and Social Awareness	15
Gender Issues	2
Public policies	8

Introduction				
Subject	History - PG			
Semester	Semester 2			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	State in India-II			
Course Code	26L6.0-HIS-205			
Course Level	400-499			
Course Type	DEC-3			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Analyze the nature and structure of the Mughal State and examine the functioning of its central and provincial administrative institutions. CLO2: Evaluate the role of the Jagirdari, Mansabdari, and Zamindari systems in shaping the political economy, administrative framework, and social relations of the Mughal Empire. CLO3: Examine the nature of the colonial state in India and assess its political economy, administrative apparatus, and ideological instruments used for governance and legitimization CLO4: Assess the processes of constitutional continuity and change in independent India and critically evaluate competing visions of the modern Indian state from nationalist, communalist, and communist perspectives			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course	
Instructions for Examiner:	
Theory:	
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.	

Unit	Topics	CLO(s)	Contact Hours
Unit-1	The Mughal State: a) Nature of Mughal State, b) Central Administrative, c) Provincial Administrative	1	15
Unit-2	Administrative Institutions: Jagirdari System, b) Mansabdari System, c) Zamindari System	2	15
Unit-3	Colonial State: a) Political Economy, b) State Apparatus, c) Instruments of Legitimization	3	15
Unit-4	Independent India: a) Constitutional Continuity, b) Constitutional Change, c) Visions of Modern Indian State: Nationalist, Communalist, Communist.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	3	3	2	2	1	2	1	3	1	2
CLO2	2	3	3	2	2	1	2	3	3	3	2
CLO3	3	3	2	1	2	2	3	2	2	3	2
CLO4	3	2	2	3	3	2	3	1	2	3	2

Learning Resources

- Chandra, B. (2019). *India's struggle for independence* (Rev. ed.). Penguin Random House India.
- Chandra, B., Mukherjee, M., & Mukherjee, A. (2018). *India after independence, 1947–2000* (Revised ed.). Penguin Books India. Habib, I. (2019). *The agrarian system of Mughal India, 1556–1707* (3rd ed.). Oxford University Press
- Guha, R. (2022). *India after Gandhi: The history of the world's largest democracy* (Revised and updated ed.). Pan Macmillan.
- चंद्र, बिपिन. (2018). *भारत का स्वतंत्रता संघर्ष*. हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय.
- चंद्र, बिपिन, मुखर्जी, मृदुला एवं मुखर्जी, आदित्य. (2019). *स्वतंत्रता के बाद का भारत*. पेंगुइन इंडिया.
- NPTEL. (2022). *Colonialism and the political economy of British India* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Colonial+Political+Economy+India

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	10
Current Issues and Social Awareness	10
Public policies	15

Introduction				
Subject	History - PG			
Semester	Semester 2			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Environmental History of India			
Course Code	26L6.0-HIS-206			
Course Level	400-499			
Course Type	DEC-4			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Study the Environment relation with Indian Civilization a historical context. CLO2: Analyse the medieval environment state policy for development of state and empire. CLO3: Evaluate environment issues and challenges of colonial and post-colonial India. CLO4: Construct environment awareness and its connection to contemporary issues.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	Introduction to Environmental History – Habitats in Human History: Modes of Production and Modes of Resource Use, Indus and Vedic period Deforestation and Development; Forest and Animals in Ancient periods, Rise of Ancient State and Environment	1	15

Unit-2	Environment during Pre Medieval & Medieval period: Eco Systems of the Sangam Age in South India, Sultanate and Mughals and Hunting; Rise or regional states; Shivaji's statecraft and environment; Tribal Society and Environment	2	15
Unit-3	Environmental History of Colonial and Post-Colonial India: Ecological Imperialism-Forest Policy: Forest Acts of 1878 and 1927, Public Works – Railways – Hill Stations – Systematic Conservation versus Exploitation Debate; Ecological Conflict and Environment Movements in India	3	15
Unit-4	Contemporary History of Environment: Pollution- Industries, Urban Areas, Rural Areas; Development, Statement of Environment and Development 1992 – National Environment Tribunal – National Green Tribunal, Gender and Environment Debate; Global Environment Issues	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	3	2	2	3	1	2	3	3	2	1
CLO2	3	2	2	1	3	2	2	1	2	1	2
CLO3	2	3	2	2	3	3	2	2	2	1	2
CLO4	2	3	3	2	2	1	2	3	2	2	1

Learning Resources

- Bandopadhyay, A. (2016). *Nature, knowledge and development: Critical essays on the environmental history of India*. Primus Books.
- Fisher, M. H. (2018). *An environmental history of India: From earliest times to the twenty-first century*. Cambridge University Press.
- Rangarajan, M. (Ed.). (2007). *Environmental issues in India: A reader*. Pearson Education.
- Rangarajan, M., & Sivaramakrishnan, K. (Eds.). (2011). *India's environmental history: A reader*. Permanent Black/Orient Blackswan.
- Rangarajan, M. (1996). *Fencing the forest: Conservation and ecological change in India's central provinces, 1860–1914*. Oxford University Press.
- गुहा, रामचन्द्र. (2018). *पर्यावरणवाद: एक वैश्विक इतिहास* (हिंदी अनुवाद). राजकमल प्रकाशन.
- रंगराजन, महेश. (संपा.). (2015). *भारत में पर्यावरणीय मुद्दे* (हिंदी संस्करण). पियर्सन एजुकेशन.
- शर्मा, आर. एस. (2021). *प्राचीन भारत का पर्यावरण और समाज*. राजकमल प्रकाशन.
- Indira Gandhi National Open University. (n.d.). *Environmental studies* [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Environmental Studies Course
- Consortium for Educational Communication. (n.d.). *Environment, development and sustainability* [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Portal
- Indira Gandhi National Open University. (n.d.). *Environmental concerns and sustainable development* [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Portal

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	15
Environmental Awareness	60
Current Issues and Social Awareness	15
Public policies	15

Introduction				
Subject	History - PG			
Semester	Semester 2			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Contemporary world-II			
Course Code	26L6.0-HIS-207			
Course Level	400-499			
Course Type	DEC-3			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Analyze the ideological foundations and political developments of Fascism, Nazism, and Japanese Militarism, with particular reference to Italy, Germany, and Japan. CLO2: Evaluate the causes, nature, and consequences of the Second World War and assess its role in shaping the post-war international order, including the establishment of the United Nations. CLO3: Examine the emergence and evolution of nationalist movements in Asia and Africa, and evaluate the processes, causes, and consequences of decolonization in the twentieth century. CLO4: Assess the impact of economic, social, scientific, and technological developments on modern societies and evaluate major movements for equality and human rights, including civil rights, anti-apartheid, and feminist movements.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
Unit-1	Ideologies of Fascism & Nazism, Case Study of Italy and Germany. Rise of Militarism in Japan.	1	15
Unit-2	Second World War & the New Political Order: From European to Global War: origin, Nature and its results, Emergence of the United Nations	2	15
Unit-3	Nationalist Movements in Afro-Asian Nation: Genesis and Growth, Forms of resisting Colonialism from 1900, Decolonization: Causes and nature.	3	15
Unit-4	Age of Progress Economic and Social aspects, industry, Agriculture, Science and Technology. Communication and Information. Civil Rights Movement, Apartheid, Feminism.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	3	2	3	2	3	3	2	2	1	1
CLO2	2	3	3	3	2	2	2	1	2	1	2
CLO3	3	2	2	2	1	2	3	2	1	2	2
CLO4	2	3	2	3	2	2	1	2	3	3	2

Learning Resources

- Hobsbawm, E. J. (1996). *The age of extremes: The short twentieth century, 1914–1991*. Michael Joseph.
- Hogan, M. J. (Ed.). (1992). *The end of the Cold War: Its meaning and implications*. Cambridge University Press.
- हॉब्सबॉम, एरिक. (2021). अत्याचारों का युग: संक्षिप्त बीसवीं शताब्दी (1914–1991). राजकमल प्रकाशन.
- लोवे, नॉर्मन. (2020). आधुनिक विश्व इतिहास. मैकग्रा हिल एजुकेशन (हिंदी संस्करण).
- Consortium for Educational Communication. (n.d.). *History of the contemporary world* [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Portal
- Consortium for Educational Communication. (n.d.). *Twentieth century world: Themes and perspectives* [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Portal
- Indira Gandhi National Open University. (n.d.). *Contemporary world history* [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Portal
- Bell, P. M. H. (2001). *The world since 1945: An international history*. Arnold.

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	10
Skill Enhancement	8
Current Issues and Social Awareness	15
Gender Issues	7
Public policies	10

PartA-Introduction			
Name of Subject		History - PG	
Semester		II	
Nature of Course		Theory (Theory+Tutorial)	
Nomenclature of the Course		Development of Political Thought in History (19th-20th Century)	
Course Code		26L6.0-HIS-208	
Course Level		400-499	
Course Type		DEC-4	
Pre-requisite for the course (if any)		Nil	
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:		CLO1: Students will be able to explain the key ideas of John Stuart Mill, G. W. F. Hegel, and Giuseppe Mazzini, and analyze their views on liberty, democracy, nationalism, and the role of the state. CLO2: Students will be able to describe the political ideas of Karl Marx, Friedrich Engels, Hannah Arendt, and Antonio Gramsci, and evaluate their contributions to the understanding of socialism, communism, totalitarianism, and cultural hegemony. CLO3: Students will be able to compare the political thought of Bal Gangadhar Tilak, Mahatma Gandhi, and Rabindranath Tagore, and interpret their ideas on nationalism, freedom, non-violence, and humanism in the Indian context. CLO4: Students will be able to analyze the ideas of Frantz Fanon, Jean-Paul Sartre, and Michel Foucault, and evaluate their contributions to post-colonial thought, freedom, power, identity, and political engagement.	
		Theory	Tutorial
Credits		4	0
Teaching Hours per week		4	0
Internal Assessment Marks		30	0
End Term Exam Marks		70	0
Max. Marks		100	0
Examination Duration (in Hours)	3		
PartB-Contents of the Course			
Instructions for Paper- Setter:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit		CLO/s Attempt	Contact Hours

I	Liberalism and Democracy: John Stuart Mill- Liberty, Representative Government, Utilitarianism; Nationalism and State Formation: GWF Hegel- The State as the Realization of Freedom; Giuseppe Mazzini- Republican Nationalism and the Role of the Nation in History	CLO ₁	15
II	Socialism and Communism: Karl Marx and Friedrich Engels- Historical Materialism, Class Struggle, and the Communist Manifesto; Hannah Arendt- The Origins of Totalitarianism and Political Freedom; Antonio Gramsci- Cultural Hegemony, Civil Society, Role of Intellectuals	CLO ₂	15
III	Moderate and Revolutionary Nationalism: Bal Gangadhar Tilak- Swaraj and Militant Nationalism; Mahatma Gandhi- Satyagraha, Ahimsa, and Constructive Programme; Rabindranath Tagore- Nationalism, Humanism, and Critique of the Nation-State.	CLO ₃	15
IV	Post-Colonial Thought: Frantz Fanon- Decolonization, Nationalism, and Racial Identity; Jean-Paul Sartre- Freedom, Responsibility, and Political Engagement; Michel Foucault- Power, Knowledge, and Disciplinary Society	CLO ₄	15
Total Contact hours			60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
• Class Participation:	5	Written Examination:70	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		

Learning Resources

- Arendt, H. (1951). *The origins of totalitarianism*. Harcourt, Brace.
- Fanon, F. (2004). *The wretched of the earth* (R. Philcox, Trans.). Grove Press. (Original work published 1961)
- Foucault, M. (1977). *Discipline and punish: The birth of the prison* (A. Sheridan, Trans.). Pantheon Books. (Original work published 1975)
- Gandhi, M. K. (1938). *Hind Swaraj or Indian home rule*. Navajivan Publishing House.
- Gramsci, A. (1971). *Selections from the prison notebooks* (Q. Hoare & G. Nowell Smith, Eds. & Trans.). International Publishers.
- Hegel, G. W. F. (1952). *The philosophy of right* (T. M. Knox, Trans.). Oxford University Press. (Original work published 1821)
- Marx, K., & Engels, F. (2002). *The communist manifesto*. Penguin Books. (Original work published 1848)
- Mazzini, G. (1915). *The duties of man and other essays* (T. Jones, Trans.). J. M. Dent & Sons.
- अप्पादुरई, ए. (2019). *राजनीतिक विचारों का इतिहास* (हिंदी संस्करण). एस. चाँद एंड कंपनी.
- गांधी, मोहनदास करमचंद. (2021). *हिन्द स्वराज*. नवजीवन प्रकाशन.
- ग्रीवर, वी. (2018). *आधुनिक राजनीतिक विचारक*. दीप एंड दीप पब्लिकेशन्स.
- जैन, पुखराज. (2020). *पाश्चात्य राजनीतिक चिंतन*. साहित्य भवन पब्लिकेशन्स.
- महाजन, विद्याधर. (2019). *राजनीतिक सिद्धांत*. एस. चाँद एंड कंपनी.
- https://www.youtube.com/watch?v=Lp_3D6sIY8Y
- <https://www.youtube.com/playlist?list=PLVH-mw6w4EjgoTBenruI59y6GotFP0lhi>
- https://www.youtube.com/playlist?list=PLtINNPN0afm_ubjh3CqjA6S9D9j3w7u50
- <https://www.youtube.com/watch?v=iecP3eQDsuc>

Mapping of (CLOs) to Programme Learning Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	3	2	1	2	2	2	2	2	1
CLO2	3	3	2	3	1	3	2	3	2	2	1
CLO3	3	3	3	3	2	3	2	3	3	3	2
CLO4	3	3	3	3	2	3	3	3	3	2	2

Content Mapping with NEP thrust areas

Field	Content/s
Employability	8
Entrepreneurship	2
Skill Enhancement	8
Communication Development	5
Indian Knowledge System	10
Environmental Awareness/SDGs	3
Current Issues and Social Awareness	8
Gender issues	3
Public policies	7
Any Other	2

Introduction				
Subject	History - PG			
Semester	Semester 2			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Constitutional, Human and Moral Values, and IPR			
Course Code	26L6.0-CHM-201			
Course Level	400-499			
Course Type	CHM			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:				
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	2	0	0	2
Teaching hours per week	2	0	0	2
Internal Assessment Marks (Th+P=Total)	15		0	15
End Term Exam Marks	35		0	35
Max. Marks	50		0	50
Examination Duration (in Hours)	2 Hours		NA	2 Hours

Contents of the Course			
Instructions for Examiner: Nil			
Unit	Topics	CLO(s)	Contact Hours

Suggested Evaluation Methods					
Internal Assessment: 15	TH-15	PR-0	End Term Examination: 35	TH-35	PR-0
Class Participation			Written Examination		
Seminar/presentation/assignment/quiz/class test etc.			Lab record		
Seminar/Demonstration/Viva-voce/Lab records etc.			Viva-Voce		
Mid-Term Exam(s)			Write-up and execution of the practical		

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
										0	1

M.A.-HISTORY (IGU) SEMESTER- II

INTERNSHIP COURSE

26L6.0-HIS-INT

An internship course of 4 credits of 4-6 weeks duration during summer vacation after the second semester is to be completed by every student. Internship can be either for enhancing employability or for developing research aptitude.

Introduction				
Subject	History - PG			
Semester	Semester 3			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Principle of History			
Course Code	26L6.5-HIS-301			
Course Level	500-599			
Course Type	CC-9			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the meaning, nature, scope, and subject matter of history and examine its relationship with other social sciences. CLO2: Differentiate between major branches of historical study, including political, social, religious, economic, agrarian, urban, art and architectural history, and the history of ideas, traditions, and folklore. CLO3: Analyze the fundamental concepts and methods of historical inquiry, including periodization, historical facts, interpretation, and the construction of historical narratives. CLO4: Evaluate the significance of history in society by examining the use and misuse of history, the concept of historical progress, and debates concerning objectivity, truth, and historical knowledge.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	3	1	0	4
Teaching hours per week	3	1	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Understanding of History Meaning, Definition and Scope; Nature and Subject matter; History relation with other social sciences	1	15
Unit-2	Types of History Political, Social, Religious, Economic, Agrarian, Urban, Art and Architectural, History of Ideas, Tradition and Folklore.	2	15
Unit-3	Fundamentals of History Problem of Periodization , Historical Facts, Analysis and Interpretation.	3	15
Unit-4	Importance of History Use and Misuse of History, Idea of Progress in History, Significance and truth in History.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	2	3	2	1	3	2	1	2
CLO2	2	3	1	1	2	2	3	2	3	2	1
CLO3	3	2	1	2	2	3	2	1	2	2	3
CLO4	2	3	3	3	2	3	2	2	1	1	2

Learning Resources

- Carr, E. H. (2001). *What is history?* (2nd ed.). Palgrave Macmillan.
- Tosh, J. (2021). *The pursuit of history: Aims, methods and new directions in the study of history* (7th ed.). Routledge.
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- तोश, जॉन. (2019). *इतिहास का अध्ययन: उद्देश्य, पद्धति और दृष्टिकोण* (हिंदी संस्करण). पियर्सन इंडिया.
- कार, ई. एच. (2018). *इतिहास क्या है?* (हिंदी अनुवाद). राजकमल प्रकाशन.
- Indira Gandhi National Open University. (n.d.). *Historical methods and historiography* [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Portal
- e-PG Pathshala. (n.d.). *Historical methods and philosophy of history* [Video lectures]. YouTube. Retrieved June 20, 2026, from e-PG Pathshala Resources
- NPTEL Humanities and Social Sciences. (n.d.). *History, historiography and research methodology* [Video lecture series]. YouTube. Retrieved June 20, 2026, from NPTEL YouTube Channel

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	10
Skill Enhancement	13

Introduction				
Subject	History - PG			
Semester	Semester 3			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Gender in History			
Course Code	26L6.5-HIS-302			
Course Level	500-599			
Course Type	CC-10			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Analyze gender as a category of historical inquiry and critically examine the emergence of feminist historiography and the representation of women in historical narratives. CLO2: Evaluate the status, roles, and experiences of women in Ancient India within the contexts of family, society, polity, and religious traditions. CLO3: Examine women's participation in political, social, and religious spheres in Medieval India, with particular reference to the negotiation of power and the Bhakti and Sufi movements. CLO4: Assess the contribution of women to social reform and nationalist movements and evaluate the development of feminist movements and campaigns for gender justice in modern and contemporary India.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	3	1	0	4
Teaching hours per week	3	1	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	Gender as a category of Historical Analysis: Invisibility of Women in History, Historiography of Gender Relations, Emergence of Feminist history in India	1	15

Unit-2	Ancient India Different perspective on Women: Position of Women in Family, Society and Polity, Women in different Religious Trends	2	15
Unit-3	Medieval India Women, Politics and negotiations for Political space Women and Bhakti and Sufi Movement	3	15
Unit-4	Modern India Social Reform Movements and Question of Women, Women participation in National Movement Post-Independence phase The Contemporary Feminist Movement, The Campaign and agitation Against Dowry, Rape and Sati	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class tests etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	2	2	1	2	2	3	1
CLO2	2	3	2	2	2	1	2	2	3	2	1
CLO3	2	3	2	2	2	3	3	2	2	1	2
CLO4	2	3	3	3	2	2	2	1	2	3	2

Learning Resources

- Chakravarti, U. (1998). *Rewriting history: The life and times of Pandita Ramabai*. Kali for Women.
- Forbes, G. (1996). *Women in modern India*. Cambridge University Press.
- Kumar, R. (1993). *The history of doing: An illustrated account of movements for women's rights and feminism in India, 1800–1990*. Kali for Women.
- Roy, K. (Ed.). (2001). *Women in early Indian societies*. Sundeep Prakashan.
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- चक्रवर्ती, उमा. (2019). *लिंग, जाति और श्रम: भारतीय समाज में स्त्री का प्रश्न* (हिंदी संस्करण). राजकमल प्रकाशन.
- रेगे, शर्मिला. (2015). *स्त्रीवादी दृष्टि और समाजशास्त्र* (हिंदी संस्करण). सेज इंडिया.
- थापर, रोमिला. (2018). *प्रारंभिक भारत* (महिलाओं और समाज पर प्रासंगिक अध्याय). राजकमल प्रकाशन.
- CEC-UGC. (n.d.). *Gender and historiography* [Video lecture]. YouTube. Retrieved June 20, 2026, from CEC-UGC YouTube Channel
- CEC History, Culture and Philosophy. (n.d.). *Women in ancient and medieval India* [Video lecture series]. YouTube. Retrieved June 20, 2026, from CEC History, Culture & Philosophy Channel
- e-PG Pathshala. (n.d.). *Women and gender in Indian history* [Video lectures]. YouTube. Retrieved June 20, 2026, from e-PG Pathshala Resources
- NPTEL Humanities and Social Sciences. (n.d.). *Gender studies and feminist thought* [Video lecture series]. YouTube. Retrieved June 20, 2026, from NPTEL YouTube Channel

Content Mapping with NEP thrust areas

Field	Hours Devoted
Gender Issues	60

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Political history of India (E.T. to 184 B.C.)			
Course Code	26L6.5-HIS-303			
Course Level	500-599			
Course Type	DEC-5			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Analyze the literary and archaeological sources of Ancient Indian History and evaluate the origin, extent, salient features, and decline of the Harappan Civilization. CLO2: Examine the political, social, economic, and religious developments during the Rig Vedic and Later Vedic periods and assess the emergence of Janpadas and Mahajanapadas as territorial states. CLO3: Evaluate the causes, teachings, and historical significance of Jainism and Buddhism, and analyze the rise and expansion of the Magadha Empire from Bimbisara to the Nanda Dynasty. CLO4: Assess the impact of Iranian and Macedonian invasions on Ancient India and critically examine the origin, administration, Ashoka's Dhamma, and decline of the Mauryan Empire.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	a). Sources of Ancient Indian History: Literary and Archaeological b). Harappan Civilization-Origin, Extent, dominant features and decline	1	15
Unit-2	a) Rig Vedic and Later Vedic period: Literature, Emergence of polity, social and Economic condition, religious practices and ideas. b) Janpadas and Mahajanpadas: Territorial states: Monarchial and Republican.	2	15
Unit-3	a). Religious movement: Jainism and Buddhism. b) Rise of Magadha Empire: Bimbisara to Nanda dynasty.	3	15
Unit-4	a). Foreign Invasions: Iranian and Macedonian Invasion. b). Mauryan Empire: Origin, Administration, Ashoka's Dhamma and Decline	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	1	3	2	3	2	2	1
CLO2	3	2	2	3	1	2	1	2	2	1	1
CLO3	3	2	2	3	1	2	1	3	2	2	1
CLO4	3	2	2	3	1	3	1	3	2	2	2

Learning Resources

- Kosambi, D. D. (1956). *An introduction to the study of Indian history*. Popular Prakashan.
- Majumdar, R. C., & Pusalker, A. D. (1951). *The age of imperial unity*. Bharatiya Vidya Bhavan.
- Majumdar, R. C., & Pusalker, A. D. (1951). *The Vedic age*. Bharatiya Vidya Bhavan.
- Shastri, K. A. N. (1957). *Comprehensive history of India* (Vol. 2, *Mauryas and Satavahanas*). People's Publishing House.
- Sharma, R. S. (2005). *India's ancient past*. Oxford University Press.
- Singh, U. (2008). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. Pearson Longman.
- Thapar, R. (1961). *Ashoka and the decline of the Mauryas*. Oxford University Press.
- Thapar, R. (1995). *Recent perspectives of early Indian history*. Popular Prakashan.
- Jha, D. N. (2018). *Prachin Bharat ka Itihas [प्राचीन भारत का इतिहास]*. Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi.
- Kosambi, D. D. (2017). *Bharatiya Itihas ke Adhyayan ka Parichay [भारतीय इतिहास के अध्ययन का परिचय]* (Hindi ed.). Granth Shilpi.
- Sharma, R. S. (2019). *Bharat ka prachin itihis [भारत का प्राचीन इतिहास]*. Rajkamal Prakashan.
- https://youtu.be/_aDQcb926Ng?si=hsR6oaKy3R0XftZo
- <https://www.youtube.com/watch?v=rwXKaHGXXJU>
- https://youtu.be/1f7O8o5_v78?si=wwLDIlnoJ55FLoAt

Content Mapping with NEP thrust areas	
Field	Hours Devoted
Employability	7
Entrepreneurship	5
Skill Enhancement	8
Communication Development	5
Indian Knowledge System	12
Environmental Awareness	6
Current Issues and Social Awareness	6
Gender Issues	4
Public policies	7

PartA-Introduction			
Name of Subject	History - PG		
Semester	III		
Nature of Course	Theory (Theory+Tutorial)		
Nomenclature of the Course	Indian Architecture up to 1200AD		
Course Code	26L6.5-HIS-310		
Course Level	500-599		
Course Type	DEC-5		
Pre-requisite for the course (if any)	Nil		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO1: Students will be able to describe the basic components of Indian architecture, explain the features of Protohistoric and Mauryan architecture, and identify the indigenous and foreign influences on Mauryan architectural traditions. CLO2: Students will be able to explain the origin and development of stupa architecture, identify the architectural features of major stupas and monasteries, and compare their structural and artistic characteristics. CLO3: Students will be able to describe the origin and development of rock-cut architecture, analyze the architectural features of important Buddhist and Hindu cave monuments, and prepare basic architectural plans of selected rock-cut structures. CLO4: Students will be able to explain the origin and evolution of temple architecture, identify the features of Nagara, Dravida, and Vesara styles, and evaluate the development of temple architecture in ancient India.		
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B-Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit		CLO/s Attempt	Contact Hours

Unit-1	Traditions of Architecture in India A. Introduction to components of Architecture B. Protohistoric architecture with emphasis on Harappan town planning C. Building the rule of the early Mauryan dynasty: wooden origins D. Sources of Inspiration of Mauryan Architecture: Foreign and Indigenous.	CLO ₁	15
Unit-2	Emergence and Development of Structural Stupa Architecture A. Origin of Stupa Architecture -Theoretical aspects. B. Stupa Architecture - Pre-Mauryan and Mauryan period. C. Study of important stupa: Sanchi, Bharut Amravati, Nagarjunkonda and Taxila D. Structural monasteries and Chaityas.	CLO ₂	15
Unit-3	Emergence and Development of Rock-cut Architecture A. Origin of Rock-cut Architecture-Theoretical aspects. B. Study of important rock cut cave: Barabar Hills, Udaygiri, Khandagiri, Karle, Bhaje, Kanheri and Ajanta C. Hindu rock-cut caves at Elephanta and Udaygiri. D. Study of Rock-cut Architecture-Practical Training of Plan drawing.	CLO ₃	15
Unit-4	Emergence and Development of Temple Architecture A. Origin of Temple Architecture- Theoretical aspects. B. Archaeological remains of structural temples. C. Style of Temple Architecture: Nagara, Dravida and Vesara D. Evolution of the Temple Architecture.	CLO ₄	15
Total Contact hours			60
Evaluation Methods			
Internal Assessment :30 Marks		End Term Examination : 70 Marks	
• Class Participation:	5	Written Examination:70	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		

Learning Resources

- Barua, B. (1934–1937). *Barhut* (Vols. 1–3). Indian Research Institute.
- Behrendt, K. A. (2004). *The Buddhist architecture of Gandhara*. Brill.
- Brown, P. (1940). *Indian architecture (Buddhist and Hindu periods)*. D. B. Taraporevala Sons & Co.
- Chandra, P. (Ed.). (1975). *Studies in Indian temple architecture*. American Institute of Indian Studies.
- Cunningham, A. (1965). *The stupa of Bharhut*. Indological Book Corporation.
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- Dehejia, V. (1972). *Early Buddhist rock temples: A chronological study*. Thames and Hudson.
- Deva, K. (1995). *Temples of India* (Vols. 1–2). Aryan Books International.
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- Ghosh, A. (1974). *Jaina art and architecture* (Vols. 1–3). Bharatiya Jnanpith.
- अग्रवाल, वासुदेव शरण. (2018). *भारतीय कला*. चौखम्भा विद्याभवन.
- अग्रवाल, वासुदेव शरण. (2016). *भारतीय वास्तुकला*. राजकमल प्रकाशन.
- कुमार, कृष्ण. (2019). *भारतीय मंदिर वास्तुकला*. राजस्थान हिन्दी ग्रंथ अकादमी.
- गुप्ता, परमेश्वरी लाल. (2017). *भारतीय कला एवं वास्तुकला*. राधा पब्लिकेशन्स.
- मिश्र, इन्दुमती. (2018). *भारतीय स्थापत्य कला*. विश्वविद्यालय प्रकाशन.
- मिश्र, जयशंकर. (2015). *प्राचीन भारतीय कला एवं वास्तुकला*. हिंदी ग्रंथ अकादमी.
- https://youtu.be/r2zgVYS0i_4?si=jpu-6OJRaddB_W9A
- <https://youtu.be/etyMxdlOaTU?si=BHGsDJhvwaVIE9xy>
- <https://youtu.be/etyMxdlOaTU?si=NvZP7IUbjKi0oYTm>
- <https://youtu.be/etyMxdlOaTU?si=xyfOd-L3YPbSZqMv>

Mapping of (CLOs) to Programme Learning Outcomes

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	2	2	1	-	2	2	2	2	1	-
CLO ₂	3	2	2	2	-	3	2	2	2	1	-
CLO ₃	3	3	2	2	1	3	3	2	2	2	1
CLO ₄	3	2	2	3	1	3	2	3	3	2	2

Content Mapping with NEP thrust areas	
Field	Content/s
Employability	8
Entrepreneurship	3
Skill Enhancement	8
Communication Development	3
Indian Knowledge System	15
Environmental Awareness/SDGs	4
Current Issues and Social Awareness	5
Gender issues	2
Public policies	5
Any Other	3

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Political history of India (185 B.C. to 650 A.D.)			
Course Code	26L6.5-HIS-304			
Course Level	500-599			
Course Type	DEC-6			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to analyze the political and cultural developments of the Post-Mauryan period, including the Śunga, Kanva, Indo-Greek, Saka, Pahalava, and Kushana dynasties. CLO2: Students will be able to examine the socio-economic, political, and religious features of the Sangam Age and the rise and decline of the Satavahana dynasty. CLO3: Students will be able to assess the rise, administration, and cultural achievements of the Gupta Empire and its relations with the Vakatakas. CLO4: Students will be able to evaluate the political developments of the Post-Gupta period, including the Pushyabhuti and Maukhari dynasties and the impact of the Huna invasions.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	Post-Mauryan Period a). Sunga and Kanva dynasty b). Indo-Greeks, Sakas and Pahalavas c). Kushana's Dynasty: Origin, Rise, Decline and Cultural Impact.	1	15

Unit-2	Sangam Age a). Period and Literature Political Condition and Religious Beliefs, Society and Economy. Satavahana dynasty b). Origin, Rise and Decline	2	15
Unit-3	The Rise & Growth of the Gupta Empire a). Origin, Rise and Decline, Gupta-Vakatakas relation. b). Administration, Literature, Science and Technology.	3	15
Unit-4	Post Gupta Period a). Puryabhuti and Maukhari Dynasty: Expansion of state and administration. b). Hunas invasion and its impacts.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	1	3	1	3	2	1	1
CLO2	3	2	2	3	1	2	1	2	2	1	1
CLO3	3	2	2	3	1	3	1	3	2	1	2
CLO4	3	2	2	3	1	3	1	3	2	2	2

Learning Resources

- Agrawal, A. (1989). *Rise and fall of the imperial Guptas*. Motilal Banarsidass.
- Kosambi, D. D. (1956). *An introduction to the study of Indian history*. Popular Prakashan.
- Majumdar, R. C. (1954). *The classical age*. Bharatiya Vidya Bhavan.
- Mukherjee, B. N. (1968). *The rise and fall of the Kushana Empire*. Firma KLM.
- Narain, A. K. (1957). *The Indo-Greeks*. B.R. Publishing Corporation.
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Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	2
Skill Enhancement	5
Communication Development	3
Indian Knowledge System	10
Environmental Awareness	2
Current Issues and Social Awareness	4
Gender Issues	2
Public policies	6

Introduction			
Name of Subject	History-PG		
Semester	III		
Nature of Course	Theory (Theory+Tutorial)		
Nomenclature of the Course	Indian Epigraphy up to 1200AD		
Course Code	26L6.5-HIS-306		
Course Level	500-599		
Course Type	DEC-6		
Pre-requisite for the course (if any)	Nil		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the importance of epigraphy in reconstructing Indian history, describe the origin and development of Brahmi and Kharoshthi scripts, and identify the major eras and dating systems used in Indian inscriptions. CLO2: Students will be able to interpret the major inscriptions of Emperor Ashoka, explain their historical significance, and analyze the political, administrative, and religious ideas reflected in the Mauryan inscriptions. CLO3: Students will be able to describe the important post-Mauryan inscriptions, analyze the historical information they provide on political, social, religious, and cultural developments, and compare their distinctive features. CLO4: Students will be able to examine the Gupta and post-Gupta inscriptions, evaluate their contribution to the reconstruction of political and cultural history, and interpret the historical evidence preserved in these inscriptions.		
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B-Contents of the Course			

Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit		CLO/s Attempt	Contact Hours
I	Introduction A. Epigraphy and historical reconstruction B. Origin and antiquity of writing in India C. Origin and development of Brahmi and Kharoshthi scripts D. Eras and Dates in Indian inscriptions: kali, vikrama, saka, gupta	CLO ₁	15
II	Mauryan Inscription A. Asokan Rock Edict II (Girnar) B. Asokan Rock Edict XII (Girnar) C. Asokan Rock Edict XIII (Shahbazgarhi) D. Rummindei Pillar Inscription of Asoka	CLO ₂	15
III	Post-Mauryan Inscription A. Hathigumpha Inscription of Kharavela B. Sarnath Buddhist Image Inscription of Kanishka I C. Nasik Inscription of Vasishtputra Pulumavi D. Girnar Rock Inscription of Rudradaman I	CLO ₃	15
IV	Gupta and Post Gupta Inscription A. Allahabad Pillar Inscription of Samudragupta B. Bhitari Pillar Inscription of Skandagupta C. Aihole Inscription of Pulakesin II D. Gwalior Inscription of Mihirabhoja	CLO ₄	15
	Total Contact hours		60

Evaluation Methods		
Internal Assessment :30 Marks		End Term Examination : 70 Marks
• ClassParticipation:	5	Written Examination:70
• Seminar/presentation/assignment/qu iz/classtest etc.:	10	
• Mid-Term Exam:	15	

Learning Resources

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- <https://archive.org/search?query=Indian+Epigraphy>

Mapping of (CLOs) to Programme Learning Outcomes											
CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO ₁ 0	PLO ₁ 1
CLO ₁	3	3	2	2	1	3	2	2	2	1	1
CLO ₂	3	3	2	2	1	3	2	3	2	2	1
CLO ₃	3	3	2	3	1	3	2	3	2	2	1
CLO ₄	3	3	3	3	1	3	2	3	3	2	2

Content Mapping with NEP thrust areas

Field	Content/s
Employability	8
Entrepreneurship	2
Skill Enhancement	10
Communication Development	3
Indian Knowledge System	15
Environmental Awareness/SDGs	3
Current Issues and Social Awareness	5
Gender issues	2
Public policies	6
Any Other	2

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Social history of Ancient India (E.T to 1200 A.D.)			
Course Code	26L6.5-HIS-307			
Course Level	500-599			
Course Type	DEC-7			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to analyze the origin, development, and functions of the Varna system and examine the emergence and proliferation of Jatis (castes) in ancient Indian society. CLO2: Students will be able to explain the concepts of Ashrama and Purushartha and assess the significance of Sanskaras and marriage institutions in ancient India. CLO3: Students will be able to examine the structure and role of family institutions and evaluate the origin and development of slavery in ancient Indian society. CLO4: Students will be able to assess the social and economic status of women and analyze the objectives, institutions, and major centers of education in ancient India.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Social Structure a). origin and development of Varnas, Duties and their rights. b). origin and proliferation of Jāti (Castes)	1	15
Unit-2	Aspect of Society a). Ashrama and Prusārtha b). Sanskaras and form of Marriage	2	15
Unit-3	Family Institutions and Slavery a). Family: Meaning, Definition, Joint Family, Duty and rights of family members. b). Origin and development of slavery.	3	15
Unit-4	Women in Ancient India a). Social status: Women education, Niyoga system, custom of Sati, Devdasi, Prostitutes, widow remarriage. b). Economic Conditions: Stri Dhana and Property rights. Ancient Indian Education System c). Objective of Education, Education system and subject matter d). Major Education Centers – Taxila, Kashi, Nalanda, Vikramsila and Valabhi.	4	15

Suggested Evaluation Methods

Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	1	3	1	3	2	2	1
CLO2	3	2	2	2	1	2	1	3	2	2	1
CLO3	3	2	2	3	1	3	1	3	2	2	1
CLO4	3	2	3	3	1	3	1	3	2	3	1

Learning Resources

- Altekar, A. S. (1934). *Education in ancient India*. Nand Kishore Bros.
- Altekar, A. S. (1959). *Position of women in Hindu civilization*. Motilal Banarsidass.
- Bose, A. N. (1970). *Social and rural economy of northern India, c. 600 B.C.–A.D. 200* (Vols. 1–2).
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- Mookherji, R. K. (1951). *Ancient Indian education: Brahmanical and Buddhist*. Motilal Banarsidass.
- Prabhu, P. H. (1940). *Hindu social organization*. Popular Book Depot.
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- https://onlinecourses.swayam2.ac.in/e-learning/preview/nos19_hs03
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Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	3
Entrepreneurship	1
Skill Enhancement	5
Communication Development	3
Indian Knowledge System	18
Current Issues and Social Awareness	8
Gender Issues	12
Public policies	3

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Governance in Ancient India			
Course Code	26L6.5-HIS-308			
Course Level	500-599			
Course Type	DEC-7			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to analyze the political institutions of ancient India, including Sabha, Samiti, Paura-Janapada, Vidhatha, and the role and functions of the Council of Ministers. CLO2: Students will be able to examine inter-state relations, Mandala Theory, espionage systems, and the administrative structure of the Mauryan Empire. CLO3: Students will be able to assess the administrative systems of the Gupta Empire and Harsha's kingdom and evaluate their contributions to governance. CLO4: Students will be able to evaluate the administrative and judicial systems of the Cholas, including court procedures and punishments in ancient India.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Political Institutions Central Assemblies, Sabha, Samiti, Paura Janpad, Vidhatha. Council of Ministers [Mantriparishad], Constitutions and Functions. Qualifications of Ministers.	1	15
Unit-2	Inter State Relations-Mandala Theory, Espionage. Mauryan Administration.	2	15
Unit-3	Gupta Administration. Administration of Harsha.	3	15

Unit-4	Administrative system under the Cholas. Judiciary, Court-Procedure and Punishment.	4	15
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Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	1	3	1	3	2	2	1
CLO2	3	3	2	3	1	3	2	3	2	2	2
CLO3	3	2	2	3	1	3	1	3	2	2	2
CLO4	3	2	2	3	1	3	1	3	2	3	2

Learning Resources

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- Basham, A. L. (1954). *The wonder that was India*. Sidgwick & Jackson.
- Ghosal, U. N. (1965). *Studies in Indian history and culture*. University of Calcutta.
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- Kane, P. V. (1970). *History of Dharmasastra* (Vols. I–V). Deccan College Postgraduate and Research Institute.
- Majumdar, R. C. (1946). *Corporate life in ancient India*. Firma KLM.
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- पांडेय, वी. सी. (2020). *प्राचीन भारत का राजनीतिक एवं सांस्कृतिक इतिहास*. विश्वविद्यालय प्रकाशन.
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Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	6
Entrepreneurship	1
Skill Enhancement	6
Communication Development	3
Indian Knowledge System	18
Current Issues and Social Awareness	4
Public policies	10

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Economic history of India (E.T.to 1200 AD)			
Course Code	26L6.5-HIS-309			
Course Level	500-599			
Course Type	DEC-8			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to analyze the economic foundations of early farming communities, including pastoralism, agriculture, trade, and commerce in the Harappan and Vedic periods. CLO2: Students will be able to examine the process of second urbanization and assess the growth of agriculture, industry, trade networks, guilds, and monetary systems in ancient India. CLO3: Students will be able to evaluate the agricultural, industrial, and commercial developments during the Mauryan, Sangam, Satavahana, and Kushana periods, including trade routes and guild organizations. CLO4: Students will be able to assess the economic features of the Gupta and Early Medieval periods, with special reference to trade, coinage, land grants, revenue systems, and the emergence of feudalism.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Early Farming Communities a). Pastoralism and incipient farming. b). Harappan civilization: Agriculture, Industry, Trade and Commerce. c). Vedic economy.	1	15
Unit-2	Second urbanization a). Agricultural expansion, Industry, Inter regional and maritime trade. b). Trade routes, Trade and Craft guilds, Coins and Currency.	2	15
Unit-3	Mauryan and Post Mauryan development a). Mauryas: Agriculture, Industry, Trade and Commerce. b). Sangam Age: Agriculture expansion, Industry and Indo-Roman Trade. c). Satavahana and Kushana period: Agriculture, Industry, Inter regional and maritime trade Trade routes including silk and spice routes, Guild organization, Land Grants, Coins and currency.	3	15
Unit-4	Age of Guptas a). Agriculture, Industry, Internal and External trade. b). Trade and Trade routes, Coins and Currency, Guild organization, Land grants. Early medieval period a). Origin and development of Feudalism and Land Grants. b). Coins and Currency, Interest and Land revenue.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	1	3	1	3	2	1	1
CLO2	3	2	2	3	1	3	2	3	2	1	1
CLO3	3	3	2	3	1	3	2	3	2	1	2
CLO4	3	3	2	3	1	3	2	3	2	2	2

Learning Resources

- Adhya, G. L. (1966). *Early Indian economics*. Asia Publishing House.
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Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	5
Entrepreneurship	6
Skill Enhancement	6
Communication Development	3
Indian Knowledge System	12
Environmental Awareness	4
Current Issues and Social Awareness	4
Gender Issues	1
Public policies	8

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Religion and Philosophy of Ancient India			
Course Code	26L6.5-HIS-310			
Course Level	500-599			
Course Type	DEC-8			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to analyze the religious traditions of ancient India, including Vedic religion, Indus Valley religion, Buddhism, and Jainism, and assess their historical development and spread. CLO2: Students will be able to examine the origin and development of Puranic religions, including Shaivism, Vaishnavism, Shaktism, Sun worship, and the Bhakti tradition. CLO3: Students will be able to explain the nature and characteristics of Indian philosophy and evaluate the philosophical ideas of the Vedas, Upanishads, and the Bhagavad Gita. CLO4: Students will be able to assess the major schools of Indian philosophy, including Charvaka, Jain, Buddhist, and Shad-Darshana traditions, and analyze their fundamental doctrines and concepts.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course	
Instructions for Examiner:	
Theory:	
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.	

Unit	Topics	CLO(s)	Contact Hours
Unit-1	Pre- Historic Religions: Buddhism & Jainism: Nature & Classification of Rigvedic Gods; Religion of Indus Valley people; History of Buddhism upto the 4th Buddhist Council; Decline of Buddhism; Spread and Development of Jainism in South and North India.	1	15
Unit-2	Puranic Religions: History of Śaivism in South and North India; Development of Vaishnavism upto Gupta period; Sakti Worship: Its Origin and rise; Sun Worship: its antiquity and development; origin and development of Bhakti in the Brahmanical religious tradition.	2	15
Unit-3	Indian Philosophy: The Study of Philosophy- meaning and Importance; Characteristic of Indian Philosophy; Rigvedic Philosophy; Upanishadic Philosophy- the concept of Brahma; Philosophy of Bhagavad Gita.	3	15
Unit-4	Indian Philosophy (Atheistic System): Charavaka Darshana; The principles of Jainism-Anekanta and Syadavada; Theory of Substance in Jainism; Buddhist Philosophy Of Hinayana Mahayana; Buddhist Doctrine of Nirvana. Indian Philosophy (Shhada Darshan)	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	1	3	1	3	2	2	1
CLO2	3	2	2	3	1	2	1	3	2	2	1
CLO3	3	2	3	3	1	2	1	3	2	3	1
CLO4	3	3	2	3	1	3	1	3	2	3	1

Learning Resources

- Bhandarkar, R. C. (1925). *Vaishnavism, Shaivism and minor religious systems*. Oriental Book Agency.
- Chattopadhyay, S. (1949). *Evolution of Hindu sects*. Firma KLM.
- Datt, N. (1978). *Some aspects of Mahayana Buddhism and its evolution into Vajrayana*. Motilal Banarsidass.
- Devraj, N. K. (1981). *Bhartiya darshana*. Motilal Banarsidass.
- Madhavacharya. (1946). *Sarva darshana sangraha*. Chowkhamba Sanskrit Series Office.
- Macdonell, A. A. (1916). *Vedic mythology*. Oxford University Press.
- Shah, C. J. (1967). *Jainism in northern India*. Popular Prakashan.
- Sircar, D. C. (1946). *Studies in the religious life of ancient India*. Indian Research Institute.
- चतुर्वेदी, ए. (2018). *भारतीय दर्शन का इतिहास*. राजस्थान हिंदी ग्रंथ अकादमी.
- देवराज, एन. के. (2019). *भारतीय दर्शन*. मोतीलाल बनारसीदास. गोयल, एस. (2017).
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- Shastri, Baldev Upadhyay https://onlinecourses.swayam2.ac.in/e-learning/preview/nos19_hs03
- <https://iksindia.org>
- <https://epgp.inflibnet.ac.in>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	3
Entrepreneurship	1
Skill Enhancement	5
Communication Development	4
Indian Knowledge System	20
Environmental Awareness	1
Current Issues and Social Awareness	6
Gender Issues	2
Public policies	3

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Political History of India (1200-1526)			
Course Code	26L6.5-HIS-311			
Course Level	500-599			
Course Type	DEC-5			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the sources, foundation, and early development of the Delhi Sultanate, and evaluate the impact of the Turkish conquest. CLO2: Examine the expansion and consolidation of the Ilbari state with special reference to kingship and nobility. CLO3: Analyse the political transformations under the Khaljis and Tughlaqs, including imperial expansion and Muhammad bin Tughlaq's experiments. CLO4: Assess the Mongol challenge, regional state formation, and the disintegration of the Delhi Sultanate.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	a. A brief survey of sources b. From Ghurid state to the establishment of Delhi Sultanate c. Impact of the Turkish Conquest	1	15
Unit-2	Ilbaris a. Conquest and Expansion b. Consolidation and construction of Power c. Sultan and Nobility	2	15
Unit-3	Khaljis and Tuglaqs a. Khalji Revolution b. Consolidation and construction of power c. Experiments of Muhammed Tughlaq	3	15
Unit-4	a. Mangol Problem b. Regional states-Jaunpur, Malwa, Gujarat c. Distintegration of the Sultanate	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	1	2	1	3	2	2	1
CLO2	3	3	2	3	2	3	1	3	2	2	2
CLO3	3	3	3	3	2	3	1	3	2	2	2
CLO4	3	3	2	3	2	3	1	3	3	2	2

Learning Resources

- Ashraf, K. M. (1990). *Life and conditions of the people of Hindustan*. Delhi: Munshiram Manoharlal Publishers.
- Chandra, S. (1998). *Medieval India: From Sultanate to the Mughals* (Vol. 1). New Delhi: Har-Anand Publications.
- Gulati, G. D. (1985). *India's North-West frontier in pre-Mughal India*. New Delhi: Manohar Publishers.
- Habib, I. (Ed.). (1992). *Medieval India* (Vol. 1): *Researches in the history of India, 1200–1750*. Delhi: Oxford University Press.
- Habib, M., & Nizami, K. A. (1982). *A comprehensive history of India* (Vol. 5). New Delhi: People's Publishing House.
- चन्द्र, सतीश. (2020). *मध्यकालीन भारत: राजनीति, समाज और संस्कृति*. ओरिएंट ब्लैकस्वान.
- चंद, हुकुम. (2017). *मध्यकालीन भारत (1200–1526)*. ओमेगा पब्लिकेशन.
- https://onlinecourses.swayam2.ac.in/cec24_hs89
- https://onlinecourses.swayam2.ac.in/cec20_hs27

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	7
Entrepreneurship	4
Skill Enhancement	8
Communication Development	5
Indian Knowledge System	10
Environmental Awareness	5
Current Issues and Social Awareness	7
Gender Issues	4
Public policies	10

Introduction			
Name of Subject	History - PG		
Semester	III		
Nature of Course	Theory (Lecture + Tutorial)		
Nomenclature of the Course	History of Central Asia From 13 th to Early 17 th Century		
Course Code	26L6.5-HIS-312		
Course Level	500-599		
Course Type	DEC-5		
Pre-requisite for the course (if any)	Nil		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO1: Explain the geographical setting, major historical sources and political conditions of Central Asia leading to the Mongol conquest. CLO2: Analyse the impact of the Mongol conquest and the political, administrative and military developments associated with Chingiz Khan and Timur. CLO3: Evaluate the political, cultural and intellectual developments under the Timurids and the factors contributing to their decline. CLO4: Analyse the rise of the Uzbeks, the political and administrative structure of the Shaibanid state, and its cultural and religious traditions.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit		CLO/s Attempt	Contact Hours

I	CENTRAL ASIA: GEOGRAPHY, SOURCES AND THE MONGOL CONQUEST • Geographical setting and concept of Central Asia; Turan, Transoxiana and Turkistan. • Major sources: Ata Malik Juvaini's <i>Tārīkh-i Jahāngusha</i>, Rashid al-Din Fazlullah's <i>Jāmi' al-Tawārīkh</i> and Ahmad Ibn Arabshah's <i>Ajā'ib al-Maqdūr</i>. • Central Asia on the eve of the Mongol invasion; rise of Chingiz Khan and fall of the Khwarizmian Empire.	CLO1	15
II	MONGOL RULE AND THE RISE OF TIMUR • Impact of the Mongol conquest on Central Asia. • Civil and military organization under Chingiz Khan and his successors. • Rise of Timur and establishment of Timurid power. • Timurid civil and military administration; nobility; religion and state.	CLO2	15
III	THE TIMURIDS: POLITICS, SOCIETY AND CULTURE • Growth of urban centres and cultural developments under the Timurids. • War of succession after Timur and accession of Shahrukh. • Ulugh Beg and cultural and intellectual developments. • Later Timurids and decline of Timurid rule in Central Asia.	CLO3	15
IV	THE UZBEKS AND THE SHAIBANID STATE • Rise of the Uzbeks in Dasht-i Qipchaq and formation of the Uzbek state in Central Asia. • Shaibani Khan: conflicts with the Safavids and Babur's struggle with the Uzbeks. • Ubaidullah Khan and Abdullah Khan: political achievements; Uzbek state structure and administration. • Cultural life under the Shaibanids; Naqshbandi saints and their role in the polity.	CLO4	15

	Total Contact hours		60
Evaluation Methods			
Internal Assessment: 30 Marks		End Term Examination: 70 Marks	
• Class Participation:	5	Written Examination: 70	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Learning Resources			
• Haidar, M. (2002). <i>Central Asia in the sixteenth century</i>. Manohar. • Haidar, M. (2004a). <i>Indo-Central Asian relations: From early times to medieval period</i>. Manohar. • Haidar, M. (2004b). <i>Medieval Central Asia: Polity, economy and military organization, fourteenth to sixteenth centuries</i>. Manohar. • Prawdin, M. (2005). <i>The Mongol Empire: Its rise and legacy</i>. Transaction Publishers. • Saunders, J. J. (1971). <i>The history of the Mongol conquests</i>. University of Pennsylvania Press. • UNESCO. (2000). <i>History of civilizations of Central Asia: Vol. IV. The age of achievement: A.D. 750 to the end of the fifteenth century</i>. UNESCO Publishing. • UNESCO. (2003). <i>History of civilizations of Central Asia: Vol. V. Development in contrast: From the sixteenth to the mid-nineteenth century</i>. UNESCO Publishing. • सांकृत्यायन, राहुल. (2024). <i>मध्य एशिया का इतिहास</i>(भाग 1–2). नयी किताब प्रकाशन। • Indira Gandhi National Open University. (2017). <i>Rise of Turks and Mongols in Central Asia</i> [E-learning module]. eGyanKosh.			

Mapping of (CLOs) to Programme Learning Outcomes											
CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO ₁₀	PLO ₁₁
CLO ₁	3	2	2	3	1	2	1	3	2	2	1
CLO ₂	3	3	2	3	2	3	1	3	2	2	2
CLO ₃	3	3	3	3	2	3	1	3	3	2	2
CLO ₄	3	3	2	3	2	3	1	3	3	2	2

Content Mapping with NEP thrust areas	
Field	Hours devoted
Employability	
Entrepreneurship	
Skill Enhancement	
Communication Development	4
Indian Knowledge System	
Environmental Awareness/SDGs	
Current Issues and Social Awareness	5
Gender issues	
Public policies	
Any Other	

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Society and culture of India (1200-1526)			
Course Code	26L6.5-HIS-313			
Course Level	500-599			
Course Type	DEC-6			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the nature of Indian society and religio-cultural traditions before the Turkish conquest and assess the social impact of the establishment of the Delhi Sultanate. CLO2: Examine the structure of Sultanate society with special reference to the ruling class, religious elites, service groups, artisans, and peasantry. CLO3: Analyse the emergence of Indian Islam and the Bhakti movement, including the teachings and impact of Kabir and Guru Nanak. CLO4: Evaluate the rise and influence of Sufism in medieval India, with special reference to the Chishti and Suhrawardi silsilahs.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	1. Society on the eve of Turkish Invasion a. Main features of Social Structure b. Religio-Cultural Traditions 2. Establishment of Delhi Sultanate and Challenges to Indian Society	1	15

Unit-2	Social Structure a. Ruling Class b. Religious Classes- Ulema, Sayyads and Sufis c. Service class d. Artisans e. Peasantry	2	15
Unit-3	1. Development of Indian Islam 2. Bhakti Movement :- Rise, Growth and Impact 3. Radicals – a. Kabir b. Nanak	3	15
Unit-4	Sufism- Rise Growth and Impact Silsilahs- a. Chisti b. Suhrawardi	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	1	3	1	3	2	2	1
CLO2	3	3	2	3	2	3	1	3	2	2	2
CLO3	3	3	3	3	2	3	1	3	3	2	2
CLO4	3	3	3	3	2	3	1	3	3	2	2

Learning Resources

- Bhandarkar, R. G. (1959). *Vaiṣṇavism, Śaivism and minor religious systems*. Bhandarkar Oriental Research Institute.
- Chandra, S. (1996). *Historiography, religion and state in medieval India*. Har-Anand Publications.
- Habib, I. (Ed.). (1981–2003). *Madhya kaleen Bharat* (Vols. 1–8). Rajkamal Prakashan.
- Haidar, M. (Ed.). (2004). *Sufis, sultans, and feudal orders*. Manohar.
- Majumdar, A. K. (1979). *Bhakti renaissance*. Bharatiya Vidya Bhavan.
- चन्द्र, सतीश. (2024). *मध्यकालीन भारत: सल्तनत से मुगल काल तक, भाग 1: दिल्ली सल्तनत (1206–1526)*. हर-आनंद पब्लिकेशन्स.
- चन्द्र, सतीश. (n.d.). *मध्यकालीन भारत: सल्तनत से मुगल काल तक, दिल्ली सल्तनत (1206–1526)*. जवाहर पब्लिशर्स एंड डिस्ट्रीब्यूटर्स.
- चन्द्र, सतीश. (2007). *मध्यकालीन भारत: राजनीति, समाज और संस्कृति*. ओरिएंट ब्लैकस्वान.
- https://onlinecourses.swayam2.ac.in/cec24_hs89
- https://onlinecourses.swayam2.ac.in/cec20_hs27

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	5
Entrepreneurship	1
Skill Enhancement	7
Communication Development	4
Indian Knowledge System	16
Environmental Awareness	1
Current Issues and Social Awareness	12
Gender Issues	4
Public policies	10

Introduction			
Name of Subject		History	
Semester		III	
Nature of Course		Theory (Lecture + Tutorial)	
Nomenclature of the Course		HISTORY OF ISLAM IN MEDIEVAL INDIA (700-1800)	
Course Code		26L6.5-HIS-314	
Course Level		500-599	
Course Type		DEC-6	
Pre-requisite for the course (if any)		Nil	
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:		CLO1: Explain the historical processes and historiographical debates surrounding the advent and early spread of Islam in India. CLO2: Analyse the development of major Sufi traditions and Islamic intellectual and educational institutions in medieval India. CLO3: Evaluate the relationship between the state, Ulama and religion during the Sultanate and Mughal periods, with particular reference to Akbar and Aurangzeb. CLO4: Compare processes of Islamization across different regions and assess religious diversity, philanthropy and traditions of social justice in medieval Indian Islam.	
		Theory	Practical
Credits		4	0
Teaching Hours per week		4	0
Internal Assessment Marks		30	0
End Term Exam Marks		70	0
Max. Marks		100	0
Examination Duration (in Hours)		3	
Part B- Contents of the Course			
Instructions for Paper- Setter:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit		CLO/s Attempt	Contact Hours

I	ADVENT AND EARLY SPREAD OF ISLAM IN INDIA, 700–1200 • Historiography of the advent of Islam: colonial and nationalist perspectives; social, religious and economic factors. • Early spread of Islam in India: Arab heartland, regional contexts, and the role of Sufis, rulers and merchants on the Coromandel and Malabar coasts. • Arab conquest of Sindh; early Muslim communities and Sufis in northern India. • Turkish invasions and their impact; establishment of the Delhi Sultanate and formation of Muslim communities in northern India.	CLO ₁	15
II	SUFISM AND ISLAMIC INTELLECTUAL TRADITIONS, 1200–1800 • Sufism and Silsilahs: Chishti, Suhrawardi, Qadiri and Naqshbandi traditions; regional Sufi orders. • Sufis, society and the state in medieval India. • Islamic intellectual and religious movements; systems and institutions of learning.	CLO2	15
III	STATE, ULAMA AND RELIGION, 1200–1800 • Ulama, religion and the state in medieval India. • Relations between the Ulama and state during the Sultanate period. • Mughal state and Islam: religious ideas and policies of Akbar and Aurangzeb.	CLO3	15

IV	ISLAMIZATION, DIVERSITY AND PHILANTHROPY - Theories of conversion and Islamization in medieval India. - Regional patterns of Islamization: Bengal, Kashmir, Rajasthan, Gujarat and the Deccan. - Shi'i communities in India: beliefs, practices and culture. - Philanthropy, charity and social justice in medieval Indian Islam.	CLO4	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment: 30 Marks		End Term Examination: 70 Marks	
• Class Participation:	5	Written Examination: 70	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
- Ernst, C. W. (2004). <i>Eternal garden: Mysticism, history, and politics at a South Asian Sufi center</i>. Oxford University Press. - Gilmartin, D., & Lawrence, B. B. (Eds.). (2009). <i>Beyond Turk and Hindu: Rethinking religious identities in Islamicate South Asia</i>. University Press of Florida. - Habib, I. (Ed.). (1999). <i>Akbar and his age</i>. Oxford University Press. - Habib, I. (2007). <i>Religion in Indian history</i>. Tulika Books. - Habib, I. (2008). <i>Medieval India: The study of a civilization</i>. National Book Trust. - Qureshi, I. H. (1962). <i>The Muslim community of the Indo-Pakistan subcontinent (610–1947): A brief historical analysis</i>. Mouton. - Roy, A. (1983). <i>The Islamic syncretistic tradition in Bengal</i>. Princeton University Press. - Roy, A. (2006). <i>Islam in history and politics: Perspectives from South Asia</i>. Oxford University - हबीब, इरफ़ान. (2023). <i>मध्यकालीन भारत: एक सभ्यता का अध्ययन</i>. वाणी प्रकाशन। - INFLIBNET Centre. (n.d.). <i>An introduction to Sufism</i> [E-learning module]. e-PG Pathshala, University Grants Commission. e-PG Pathshala module			

Mapping of (CLOs) to Programme Learning Outcomes											
CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	2	2	2	1	2	1	2	2	1	2
CLO ₂	3	3	2	3	2	3	1	3	2	2	2
CLO ₃	3	3	3	3	2	3	1	3	2	3	3
CLO ₄	3	3	3	3	2	3	1	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours devoted
Employability	
Entrepreneurship	
Skill Enhancement	
Communication Development	
Indian Knowledge System	10
Environmental Awareness/SDGs	
Current Issues and Social Awareness	7
Gender issues	
Public policies	
Any Other	

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Economic History of India (1200-1526)			
Course Code	26L6.5-HIS-315			
Course Level	500-599			
Course Type	DEC-7			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the structure of the pre-Sultanate economy and analyse the land revenue systems under the Early Turks, Khaljis, Tughlaqs, and Lodhis. CLO2: Evaluate the agrarian structure of the Delhi Sultanate with special reference to peasantry, famine, irrigation, crop-pattern changes, and village organisation. CLO3: Interpret the functioning of the Iqta system, the role of Khuts, Muqaddams, and Chaudharies, and assess Alauddin Khalji's market control policy and price regulations. CLO4: Analyse technological changes, merchant activity, usury, currency system, industries, growth of towns, and urbanization in the Sultanate economy.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	a. Pre-Sultanate Economy b. Land revenue System : Early Turks, Khaljis, Tughlaqs and Lodhis c. Peasantry, Famine d. Irrigation and Changes in Crop-pattern	1	15

Unit-2	a. Iqta System b. Market Control Policy and Prices of Commodities c. Village Organisation d. Khuts, Muqaddams and Chaudharies	2	15
Unit-3	a. Technological changes and Economy b. Merchants Class c. Usury d. Currency System	3	15
Unit-4	a. Industries b. Technological changes and Economy c. Growth of Towns d. Urbanization	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	-	2	1	2	1	1	-
CLO2	3	2	2	3	-	3	1	2	1	1	-
CLO3	3	2	2	3	-	3	1	2	1	1	-
CLO4	3	2	2	3	-	3	2	2	1	1	-

Learning Resources

- Chandra, S. (2004). *Medieval India: From Sultanat to the Mughals* (Vols. 1–2). Har-Anand Publications.
- Chattopadhyaya, D. P. (Ed.). (1982). *Studies in the history of science in India*. Munshiram Manoharlal.
- Habib, I. (1995). *Essays in Indian history: Towards a Marxist perception*. Tulika.
- चन्द्र, सतीश. (2024). *मध्यकालीन भारत: सल्तनत से मुगल काल तक, भाग 1: दिल्ली सल्तनत(1206–1526)*. हर-आनंदपब्लिकेशन्स.
https://onlinecourses.swayam2.ac.in/cec24_hs89/preview?utm_source=chatgpt.com
<https://egyankosh.ac.in/handle/123456789/44483>
- https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000829IC/P001687/M024947/ET/1510564045P12-M23-
- DelhiSultanate-AgrarianTaxation-CurrencySystem-ET.pdf
<https://egyankosh.ac.in/handle/123456789/44524>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	5
Entrepreneurship	2
Skill Enhancement	7
Communication Development	3
Indian Knowledge System	12
Environmental Awareness	5
Current Issues and Social Awareness	8
Gender Issues	3
Public policies	15

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Science and Technology in Medieval India			
Course Code	26L6.5-HIS-316			
Course Level	500-599			
Course Type	DEC-5			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the meaning, scope, and sources of the history of science and technology in India, and analyse major developments in astronomy, medical science, and mathematics from the 8th to the 12th century. CLO2: Examine the concept of rationality and scientific ideas in medieval Muslim thought, with special reference to Fathullah Shirazi, and assess the impact of technological innovations such as the Persian wheel, gunpowder, textiles, bridge building, and alchemy in medieval India. CLO3: Analyse the development of medical knowledge in medieval India, including the interaction between Unani and Ayurveda, the growth of astronomy in Arabic science and its influence on India, and the role of institutions in the education of science and technology. CLO4: Evaluate the state of science and technology in India on the eve of British conquest, the role of science and technology in British expansion, and the scientific explorations undertaken under the East India Company.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	History of Science & Technology: Meaning and Scope Sources of the History of Science & Technology in India Major Developments in Science & Technology in India 8 th to 12 th Century with Special Reference to Astronomy Medical Science and Mathematics	1	15
Unit-2	Concept of Rationality and Scientific Ideas in Muslim Thought with Special Reference to Fathullah Shirazi New Developments in Technology in Medieval India and its Impact: Persian Wheel, Gun Powder Textiles, Bridge Building and Alchemy	2	15
Unit-3	Developments in Medical Knowledge and Interaction between Unani and Ayurveda Astronomy in the Arabic Science and its Impact on India with Special Reference to Swai Jaisingh Education of Science & Technology in Medieval India.	3	15
Unit-4	State of Science & Technology in India on the Eve of Advent of the British Conquest of the British: Role of Science & Technology East India Company and Scientific Explorations	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	-	3	2	3	1	1	-
CLO2	3	2	2	3	-	3	2	3	1	1	-
CLO3	3	2	2	3	-	3	2	3	1	1	-
CLO4	3	2	2	3	-	3	2	3	1	1	-

Learning Resources
हबीब, इरफान. (संस्करणानुसार). <i>मध्यकालीन भारत</i> (हिंदी संस्करण). राजकमल प्रकाशन. बाग, ए. के. (वर्ष अनुपलब्ध). <i>प्राचीन भारत में प्रौद्योगिकी</i>. प्रकाशन विभाग, भारत सरकार. राय, प्रफुल्ल चन्द्र. (वर्ष अनुपलब्ध). <i>प्राचीन और मध्यकालीन भारत में रसायन का इतिहास</i>. जौहरी, ओ. पी. (वर्ष अनुपलब्ध). <i>मध्यकालीन भारत में विज्ञान और प्रौद्योगिकी</i>. नेशनल बुक ट्रस्ट. Ray, A., & Bagchi, S. K. (Eds.). (1986). <i>Technology in ancient and medieval India</i>. Manohar. Sangwan, S. (1991). <i>Science, technology and colonization: An Indian experience</i>. Spangenburg, R., & Moser, D. E. (1998–2003). <i>The history of science</i> (Vols. 1–5). Chelsea House Publishers.

Content Mapping with NEP thrust areas	
Field	Hours Devoted
Employability	5
Entrepreneurship	2
Skill Enhancement	8
Communication Development	4
Indian Knowledge System	15
Environmental Awareness	4
Current Issues and Social Awareness	6
Gender Issues	1
Public policies	15

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	History of Ideas in Medieval India			
Course Code	26L6.5-HIS-317			
Course Level	500-599			
Course Type	DEC-8			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the major principles of Islamic and Hindu jurisprudence, including concepts of law, kingship, and succession in medieval India. CLO2: Analyse the theory of kingship and the nature of the state under the Delhi Sultanate with reference to major political ideas and texts. CLO3: Examine Mughal ideological concepts and theories of sovereignty, religion, and history as articulated by Abul Fazl and other court ideologues. CLO4: Evaluate the theology, ethics, and social philosophy of medieval Sufism with special reference to Nizamuddin Auliya and the Naqshbandi, Shattari, and Qadiri silsilahs.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Idea of Jurisprudence: Islamic Tradition: Quran and Hadith, Islamic concept of Idea of State theory of kingship and rule of succession Hindu Tradition: Dayabhaga and Mitakshara.	1	15
Unit-2	Delhi Sultanate: Theory of Kingship, Nature of state, concept of Zill-i-Ilahi, Role of Khalif Iranian Influence and its ramification. Idea of state: Barani's Fatwa-i-Jahandari and Nizamuddin Tusi.	2	15
Unit-3	Ideological concepts of Mughal historians, Abul Fazl's Idea of History, Sulhi-Kul, Farr-i-Yazd, Insan-i-Kamil, Mahzar, Concept and Idea of Tauhid-Ilahi, Farr-i-Yazdi.	3	15
Unit-4	Thought and Philosophy of Sufism: Shaikh Nizamuddin Auliya's view on theology, ethics, state and non-Muslims, Basic concepts of Naqshbandis (Shaikh Ahmad Sirhindi), Shattari (Syed Muhammad Ghaus) and Qadris (Mian Mir) Silsilas	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	-	2	1	3	1	1	-
CLO2	3	2	2	3	-	3	1	2	1	1	-
CLO3	3	2	2	3	-	3	1	2	1	1	-
CLO4	3	2	2	3	-	3	1	3	1	1	-

Learning Resources

- Ahmad, A. (1969). *An intellectual history of Islam in India* (Islamic Surveys, No. 7). Edinburgh University Press.
- Banerjee, A. C. (1982). *The state and society in northern India, 1206–1526*. K. L. Bagchi & Company.
- Digby, S. (1986). The Sufi shaikh as a source of authority in medieval India. *Purusartha*, 9, 57–77.
- Friedmann, Y. (1971). *Shaykh Ahmad Sirhindi: An outline of his thought and a study of his image in the eyes of posterity*. McGill University Press.
- Habib, I. (Ed.). (1992). *Medieval India: Vol. 1. Researches in the history of India, 1200–1750*. Oxford University Press.
- हबीब, इरफान. (सम्पा.). (1981–2003). *मध्यकालीन भारत* (खंड 1–8). राजकमल प्रकाशन.
- शर्मा, जी. डी. (1992). *मध्यकालीन भारत की राजनीतिक, सामाजिक एवं आर्थिक संस्थाएँ*. राजस्थान हिंदी ग्रंथ अकादमी.
- चन्द्र, सतीश. (2020). *मध्यकालीन भारत: राजनीति, समाज और संस्कृति*. ओरिएंट ब्लैकस्वान.
- चन्द्र, सतीश. (2024). *मध्यकालीन भारत: सल्तनत से मुगल काल तक* (भाग 1–2, हिंदी संस्करण). हर-आनंद पब्लिकेशन्स.
- <https://epgp.inflibnet.ac.in>
- <https://egyankosh.ac.in/handle/123456789/40559>
- <https://egyankosh.ac.in/handle/123456789/40561>
- https://onlinecourses.swayam2.ac.in/cec20_hs27

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	1
Skill Enhancement	6
Communication Development	4
Indian Knowledge System	16
Environmental Awareness	1
Current Issues and Social Awareness	8
Gender Issues	2
Public policies	18

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Art and Architecture in Sultanate period			
Course Code	26L6.5-HIS-318			
Course Level	500-599			
Course Type	DEC-8			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the significance of art and architecture as sources of medieval Indian history and identify the basic features of Indian, Persian, and Central Asian architectural traditions. CLO2: Examine the development of early Sultanate architecture with special reference to materials, techniques, the Qutb Minar complex, calligraphy, and the evolution of arches and domes under the Khaljis. CLO3: Analyse the architectural developments under the Tughluqs, Saiyids, and Lodis with special reference to forts, mosques, tombs, madrasas, and structural changes in mosque and tomb architecture. CLO4: Evaluate decorative and regional architectural traditions of medieval India, including jali work, inscriptions, arabesque and geometric designs, calligraphy, garden architecture, water management systems, and regional monuments in Bengal, Gujarat, and the Deccan.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
Unit-1	Art and Architecture as a source of Medieval History Basic Features of Indian, Persian and Central Asian architecture.	1	15
Unit-2	Characteristics of early Sultanate architecture; Materials and techniques The Qutb Minar complex; Attempts of assimilation; development of calligraphy The Khaljis; Development of arch and dome.	2	15
Unit-3	New trends in architecture under Tughluqs: emphasis on architectural elements, forts, mosques, tombs and madrasas. Structural changes in the mosque and tomb architecture under the Saiyids and Lodis.	3	15
Unit-4	Jali work, inscriptions, arabesque and geometric designs; Calligraphy; Garden architecture and water management systems. Regional monuments in Bengal, Gujarat, and the Deccan.	4	15

Suggested Evaluation Methods

Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	2	-	3	2	2	1	1	-
CLO2	3	2	2	3	-	3	2	2	1	1	-
CLO3	3	2	2	3	-	3	2	2	1	1	-
CLO4	3	2	2	3	-	3	2	2	1	1	-

Learning Resources

- Ahmed, A. (1999). *Studies in Islamic culture in the Indian environment*. Oxford University Press.
- Barnett, D., & Gray, B. (1963). *Painting of India*. Skira.
- Brown, P. (2020). *Indian painting under the Great Mughals*. Life Span Publishers & Distributors.
- Chandra, S. (1997). *Medieval India: From Sultanat to the Mughals* (Part 1: Delhi Sultanate, 1206–1526). Har-Anand Publications.
- हबीब, इरफान. (सम्पा.). (1981–2003). *मध्यकालीन भारत* (खंड 1–8). राजकमल प्रकाशन.
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- चन्द्र, सतीश. (2024). *मध्यकालीन भारत: सल्तनत से मुगल काल तक* (भाग 1–2, हिंदी संस्करण). हर-आनंद पब्लिकेशन्स.
- https://onlinecourses.swayam2.ac.in/cec24_hs89

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	5
Entrepreneurship	2
Skill Enhancement	8
Communication Development	4
Indian Knowledge System	18
Environmental Awareness	5
Current Issues and Social Awareness	5
Gender Issues	1
Public policies	12

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Pol. Hist. of India (1757-1960)-I			
Course Code	26L6.5-HIS-319			
Course Level	500-599			
Course Type	DEC-5			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to identify and evaluate the major sources of Modern Indian History and analyze the political transformations associated with the decline of the Mughal Empire and the rise of successor states in eighteenth-century India. CLO2: Students will be able to explain the emergence of British political power in India between 1757 and 1765 and assess the significance of the Battles of Plassey and Buxar, the Political Settlement of 1765, and the resistance offered by Mysore and the Marathas. CLO3: Students will be able to analyze the diplomatic and political strategies employed by the British for territorial expansion, including the Subsidiary Alliance System and the Doctrine of Lapse, and evaluate their impact on Indian states such as Sind and Punjab. CLO4: Students will be able to examine British expansion beyond India's natural frontiers and evaluate the causes, nature, participation, and consequences of popular resistance movements, particularly the Revolt of 1857.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	Sources of Modern Indian History: a. Archival Records b. Private Papers c. Newspapers d. Periodicals e. Oral Traditions Pre-Colonial Indian Polity: a. Decline of the Mughal Empire b. Rise of Successor States	1	15
Unit-2	Emergence of British Power (1757–1765): a. English East India Company: History (1600 A.D.–1757 A.D.) b. Battle of Plassey c. Battle of Buxar d. Political Settlement of 1765 The Indian Resistance: a. Anglo-Mysore Relations (1767–1799) b. Anglo-Maratha Relations (1775–1818)	2	15
Unit-3	Diplomatic Means of British Expansion: a. Subsidiary Alliance System b. Political Settlement of 1817–1818 c. Doctrine of Lapse Paramountcy and Its Aftermath: a. Conquest of Sind b. Annexation of Punjab	3	15
Unit-4	Beyond Natural Frontiers: a. Nepal b. Burma The People's Response: a. Discontent and Disaffection during Company Rule b. Revolt of 1857: Nature, Participation, and Impact	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	-	-	-	1		2	-
CLO2	3	3	2	2	-	1	-	2		2	-
CLO3	3	3	3	2	-	1	-	2		2	-
CLO4	3	3	3	2	-	2	-	2	1	2	-

Learning Resources

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Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	2
Entrepreneurship	1
Skill Enhancement	3
Communication Development	2
Indian Knowledge System	3
Environmental Awareness	1
Current Issues and Social Awareness	2
Gender Issues	1
Public policies	1

Introduction			
Name of Subject	History - PG		
Semester	III		
Nature of Course	Theory (Theory+Tutorial)		
Nomenclature of the Course	History of Ideas in Modern India		
Course Code	26L6.5-HIS-320		
Course Level	500-599		
Course Type	DEC-5		
Pre-requisiteforthecourse(ifany)	Nil		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO1: Students will be able to understand the advent of British rule in India, the interaction between Western ideas and Indian realities, and the perspectives of early colonial administrators and scholars such as William Jones, Thomas Munro, T. B. Macaulay, and James Mill. CLO2: Students will be able to understand the major European ideologies of governance, including Orientalism, Utilitarianism, Evangelicalism, Liberalism, and Physiocracy, and evaluate their influence on colonial policies and educational reforms in nineteenth-century India. CLO1: Students will be able to understand the emergence of the Indian intelligentsia, their responses to colonial ideology, socio-religious reform movements, cultural revivalism, and the reinterpretation of Indian traditions and identity. CLO1: Students will be able to understand the evolution of Indian nationalism through the ideas of nationhood, Swadeshi, self-reliance, Gandhi's Hind Swaraj, debates on violence and non-violence, communalism, and secularism in the struggle against colonial rule.		
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u> The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO/s	Contact Hours

I	British advent, Western ideas and Indian realities. Predicaments of understanding India textually and through direct experience. India in the eyes of William Jones. Thomas Munro, T.B.Macaulay and James Mill.	CLO1	15
II	Predominat Euorpean ideas of governance: Orientalism, Physiocratism, utilitarianism, evangelicalism and liberalism; their impact on colonial policies in nineteenth century India. Debates and ideas on educating the natives: Orientalist-Anglicist debate: the anatomy of civilizing mission, White man’s burden and the idea of improvement	CLO2	15
III	Formation of an intelligentsia in nineteenth century India and their response to imperial ideology; the impact of liberal thought; emergence of critique of Indian society; Forms and nuances of cultural defence against colonialism; reprobing and reinterpreting tradition, trends in revivalism and agendas of reforms. Reinterpreting Indian society and the search for its cultural strength and identity.	CLO3	15
IV	The idea of the nation and its differing perception; the idea of Swadeshi and self-reliance as components of natonalism, Gandhi, Hind Swaraj and his critique of modernity; the role of violence and non-violence against colonialism, plurality of identities, communalism and the idea of secularism.	CLO 4	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
• Class Participation:		5	Written Examination:70
• Seminar/presentation/assignment/quiz/ class test etc.:		10	
• Mid-Term Exam:		15	

Learning Resources

- Chandra, B. (2018). Ādhunik Bhārat [Modern India] (Revised ed.). Orient BlackSwan.
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- Mahajan, V. D. (2019). Ādhunik Bhārat kā Itihās [History of Modern India]. S. Chand Publishing.
- Sharma, S. R. (2017). Ādhunik Bhārat kā Itihās [History of Modern India]. Atlantic Publishers & Distributors.
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Mapping of (CLOs) to Programme Learning Outcomes

CLOs	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁
CLO ₁	3	2	2	2	-	2	1	2	2	1	2
CLO ₂	3	3	2	3	-	2	1	3	2	2	2
CLO ₃	3	3	3	2	2	3	1	3	2	2	2
CLO ₄	3	3	3	3	2	3	1	3	3	3	3

Content Mapping with NEP thrust areas

Field	Content/s
Employability	6
Entrepreneurship	1
Skill Enhancement	6
Communication Development	4
Indian Knowledge System	12
Environmental Awareness/SDGs	0
Current Issues and Social Awareness	10
Gender issues	2
Public policies	19
Any Other	0

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Indian National Movement (1885- 1919)-I			
Course Code	26L6.5-HIS-321			
Course Level	500-599			
Course Type	DEC-6			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the emergence and growth of Indian nationalism and analyze the role of pre-Congress political associations and the formation of the Indian National Congress in the development of the national movement. CLO2: Students will be able to examine the nature and objectives of nationalist agitations between 1885 and 1919 and evaluate the contributions of Moderates, Extremists, revolutionary groups, and the Swadeshi Movement to the Indian freedom struggle. CLO3: Students will be able to analyze the emergence of communal politics in India and assess the significance of the Lucknow Pact and the Home Rule Movement in fostering political cooperation and nationalist mobilization. CLO4: Students will be able to evaluate the impact of the First World War on Indian nationalism and analyze the constitutional reforms introduced by the British Government, including the Indian Councils Acts, Morley–Minto Reforms, and Montagu–Chelmsford Reforms.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Indian Nationalism: a. Emergence b. Causes c. Approaches Indian National Congress: a. Pre-Congress Political Associations b. Genesis c. Theories	1	15
Unit-2	Nationalist Agitation (1885–1905): a. Moderates: Programmes and Ideology b. Revolutionary Movement: The First Phase Nationalist Agitation (1905–1919): a. Extremists: Programmes and Ideology b. Anti-Partition of Bengal Agitation and the Swadeshi Movement	2	15
Unit-3	Emergence of Communal Politics: a. Establishment of the All India Muslim League (1906) b. Hindu Mahasabha Era of Communal Co-ordination: a. Lucknow Pact: Aims and Impact b. Home Rule Movement: Aims, Programmes, and Impact	3	15
Unit-4	India and the First World War: a. Impact on the Indian National Movement b. Rise of the Left in Indian Politics Constitutional Development: A British Reaction a. Indian Councils Acts b. Morley–Minto Reforms, 1909 c. Montagu–Chelmsford Reforms, 1919	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	2	1	2	-	2	-	2	-
CLO2	3	3	2	2	-	2	-	2	-	2	-
CLO3	3	3	3	2	-	2	-	2	1	2	1
CLO4	3	3	3	2	1	3	-	2	1	2	1

Learning Resources

- Desai, A. R. (Ed.). (1959). *Social background of Indian nationalism*. Popular Prakashan.
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- NPTEL. (2021). *The Emergence of Indian Nationalism* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Emergence+of+Indian+Nationalism
- NPTEL. (2021). *The Swadeshi Movement* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Swadeshi+Movement
- NPTEL. (2021). *Home Rule Movement* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Home+Rule+Movement

Content Mapping with NEP thrust areas	
Field	Hours Devoted
Employability	4
Entrepreneurship	1
Skill Enhancement	4
Communication Development	2
Indian Knowledge System	3
Environmental Awareness	1
Current Issues and Social Awareness	3
Gender Issues	1
Public policies	5

Introduction			
Name of Subject	History-PG		
Semester	III		
Nature of Course	Theory (Theory+Tutorial)		
Nomenclature of the Course	History of Science and Technology in Modern India		
Course Code	26L6.5-HIS-322		
Course Level	500-599		
Course Type	DEC-6		
Pre-requisite for the course (if any)	Nil		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO1: Students will be able to understand the role of European Science, Technology, and Medicine (S.T.M.) in the colonialization of India and its impact on society. CLO2: Students will be able to understand the introduction and development of scientific and technical education under British rule. CLO3: Students will be able to understand the establishment of scientific institutions and Indian responses to Western scientific knowledge. CLO4: Students will be able to understand the relationship between science and Indian nationalism and the contributions of leading Indian scientists.		
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B-Contents of the Course			
<u>Instructions for Paper- Setter:</u> The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
I	S.T.M. and Colonialization of India: S.T.M. (European Science, Technology and Medicine) and the Colonial Process under the East India Company; Surveyors, Botanists and Doctors under the East India Company’s Services; New Developments in Technologies and its Impact – Railways, Telegraphs and Modern Machines	CLO1	15

II	Introduction of Scientific and Technical Education: Objectives and Nature; Founding of Engineering and Medical Colleges and Institutions; Teaching of Science in Universities	CLO2	15
III	The British Raj, S.T.M. and Development: Founding of National Scientific Institutions – Survey of India, Geological Survey of India and Agricultural Experimental Farms; Indian Response to the Western Scientific Knowledge – Interactions and Predicaments	CLO3	15
IV	Science and Indian Nationalism: Ideas of Indian Nationalists vis-à-vis S.T.M. with Special Reference to Mahatma Gandhi and Jawaharlal Nehru; Emergence of the ‘National Science’ and its Relations with the ‘Colonial Science’; Contributions of M.L. Sarkar, P.C. Ray, J.C. Bose and Meghnad Saha	CLO4	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
• Class Participation:	5	Written Examination:70	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		

Learning Resources

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- Bose, D. M., Sen, S. N., & Subbarayappa, B. V. (1971). *A concise history of science in India*. Indian National Science Academy.
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- <https://archive.nptel.ac.in/content/storage2/courses/109103024/module5/lec25/1.html>
- <https://youtu.be/npgxPJ2I22c?si=qgtBoYYNgos2p2uH>
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Mapping of (CLOs) to Programme Learning Outcomes

CLOs	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁
CLO ₁	3	2	2	2	-	2	2	2	1	1	2
CLO ₂	3	2	2	2	-	2	2	2	2	1	2
CLO ₃	3	3	2	3	2	3	2	3	2	2	2
CLO ₄	3	3	3	3	2	3	2	3	3	3	2

Content Mapping with NEP thrust areas

Field	Content/s
Employability	8
Entrepreneurship	2
Skill Enhancement	8
Communication Development	4
Indian Knowledge System	8
Environmental Awareness/SDGs	4
Current Issues and Social Awareness	8
Gender issues	2
Public policies	16
Any Other	

Introduction				
Subject	History – PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Society & Culture of India (1757-1947)-I			
Course Code	26L6.5-HIS-323			
Course Level	500-599			
Course Type	DEC-7			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to describe the major features of pre-British Indian society and analyze the structure and functioning of rural and urban social institutions in India. CLO2: Students will be able to examine the impact of British social policies, Christian missionary activities, and educational reforms on Indian society and evaluate their role in shaping socio-political consciousness. CLO3: Students will be able to analyze the growth of the press and vernacular literature and assess their contribution to socio-political awareness and the Indian Cultural Renaissance. CLO4: Students will be able to evaluate the significance of nineteenth-century social reform movements and analyze the progress of women's emancipation with reference to social status, property rights, and socio-political participation.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course

Instructions for Examiner:

Theory:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
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Unit-1	Pre-British Indian Society: a. General Features b. Rural Society c. Urban Society	1	15
Unit-2	British and Indian Society: a. Christian Missionaries b. British Social Policy c. Approaches: Evangelicalist and Orientalist Growth of New Education: a. Wood's Dispatch and Its Aftermath b. Its Role in Socio-Political Consciousness	2	15
Unit-3	Press: a. Rise and Growth of the Press b. Its Role in Socio-Political Consciousness Literature: a. Hindi Literature b. Bengali Literature c. Role in Indian Cultural Renaissance	3	15
Unit-4	Social Reforms: a. Sati b. Infanticide c. Widow Remarriage Movement d. Age of Consent Bill Agitation Women's Emancipation: a. Status of Women b. Property Rights c. Socio-Political Participation	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class tests etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	2	1	2	-	2	-	2	-
CLO2	3	3	2	2	1	2	-	2	-	2	-
CLO3	3	3	3	2	1	2	-	2	1	3	-
CLO4	3	3	3	2	1	3	-	3	1	2	1

Learning Resources

- Bayly, C. A. (1988). *Indian society and the making of the British Empire*. Cambridge University Press.
- Forbes, G. (1998). *Women in modern India*. Cambridge University Press.
- Kumar, R. (1968). *Essays in the social history of modern India*. Oxford University Press.
- Majumdar, B. B. (1996). *History of Indian social and political ideas*. Firma KLM.
- Mani, L. (1998). *Contentious traditions: The debate on sati in colonial India*. University of California Press.
- Narain, V. A. (1978). *Social history of Bengali literature*. Orient Longman.
- Verma, R. K. (1948). *A history of Hindi literature*. National Press.
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- Guha, R. (2022). *Makers of modern India* (Revised ed.). Penguin Books.
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- Nanda, B. R. (2019). *Indian renaissance: Historical perspectives*. Oxford University Press.
- .शर्मा, रामशरण. (2018). *भारतीय समाज: ऐतिहासिक परिप्रेक्ष्य*. राजकमल प्रकाशन.
- चक्रवर्ती, उमा. (2021). *भारतीय इतिहास में महिलाएँ और समाज* (हिंदी अनुवाद). वाणी प्रकाशन
- NPTEL. (2021). *Society in Pre-Colonial India* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Pre+Colonial+Indian+Society
- StudyIQ IAS. (2023). *Growth of Modern Education in British India* [Video]. YouTube. https://www.youtube.com/results?search_query=StudyIQ+Modern+Education+British+India
- NPTEL. (2021). *Indian Literary Renaissance* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Indian+Literary+Renaissance
- NPTEL. (2021). *Women in Colonial India* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Women+in+Colonial+India

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	3
Entrepreneurship	1
Skill Enhancement	4
Communication Development	3
Indian Knowledge System	4
Environmental Awareness	1
Current Issues and Social Awareness	3
Gender Issues	4
Public policies	3
Research & Analytical Skills	2
Ethics & Social Responsibility	3

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Depressed Class Movement in India			
Course Code	26L6.5-HIS-324			
Course Level	500-599			
Course Type	DEC-7			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to examine the social, religious, and legal status of the Depressed Classes in pre-colonial India and analyze the impact of Bhakti and Sufi movements, as well as Dalit saints such as Kabir, Raidas, and Chokhamela, on the challenge to caste-based discrimination. CLO2: Students will be able to analyze the socio-economic changes introduced during the colonial period and evaluate the role of educational opportunities, reform movements, and emerging caste-based organizations in fostering awareness and mobilization among the Depressed Classes. CLO3: Students will be able to assess the major socio-religious and political movements of the Depressed Classes in colonial India and evaluate the contributions of Mahatma Gandhi, Dr. B. R. Ambedkar, constitutional safeguards, and legislative measures toward the advancement of Dalit rights. CLO4: Students will be able to analyze the development of Dalit movements in independent India and evaluate the significance of Ambedkar's conversion movement, Dalit Panther Movement, Mandal politics, and the emergence of Dalit-centered political organizations and leadership in shaping contemporary Indian democracy.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	Depressed Classes in Pre-Colonial India: Religion and Depressed Classes Hinduism, Impact of Islam and Religious Reform Movements (Sufi and Bhakti); Dalit Saints and Their Impact Kabir, Raidas and Chokha Mela; Medieval Indian Polity and the Legal Status of Depressed Classes	1	15
Unit-2	Rise of the Depressed Classes in Colonial India: British Raj and Opening of New Opportunities Education, Recruitments and New Professions; Awakening among Depressed Classes Rise of the Adi Movements; Namoshudra Movement, Reform Movements and Depressed Classes: Satyashodhak Samaj, Arya Samaj, Sri Narayan Dharma Movement and Self Respect Movement	2	15
Unit-3	Depressed Class Movement in Colonial India: Movements for Socio-Religious Rights Mahad Satyagraha and Nasik Satyagraha; Movement for Political Representation Round Table Conference, Communal Award and the Poona Pact (1932); Mahatma Gandhi and his Harijan Movement, Dr. B.R. Ambedkar and his Dalit Assertion Movement; Indian Constitution: Safeguards for the Depressed Classes; Untouchability Offences Act of 1955	3	15
Unit-4	Dalit Movement in Independent India: Dr. B.R. Ambedkar and his Conversion Movement; Dalit Panther Movement; Mandalization of Politics and its Impact on Dalit Resurgence; Ramvilas Paswan and Dalit Sena; Kanshi Ram and his Bahujan Movement; BSP and Mayawati.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class tests etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	1	-	-	2	3	2	-	-	-
CLO2	3	3	2	-	-	2	3	2	-	-	--
CLO3	3	3	2	1	-	3	3	2	1	-	-
CLO4	2	3	3	1	-	3	3	2	2	1	-

Learning Resources
• Ambedkar, B. R. (1948). <i>The untouchables: Who were they and why they became untouchables?</i> Amrit Book Company. Ambedkar, B. R. (1945). <i>What Congress and Gandhi have done to the untouchables.</i> Thacker & Co. • Chahal, S. K. (2006). <i>Dalits patronized: Indian National Congress and the untouchables of India, 1921–1947.</i> Radha Publications. • Omvedt, G. (1994). <i>Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India.</i> Sage Publications. • O'Hanlon, R. (1985). <i>Caste, conflict and ideology: Mahatma Jotirao Phule and low caste protest in nineteenth-century Western India.</i> Cambridge University Press. • Keer, D. (1954). <i>Dr. Ambedkar: Life and mission.</i> Popular Prakashan. • Kumar, V. (2022). <i>Rethinking caste and resistance in India.</i> Routledge. • Jaffrelot, C. (2021). <i>India's silent revolution: The rise of the lower castes in North India</i> (Updated ed.). Permanent Black. • Paik, S. (2014). <i>Dalit women's education in modern India: Double discrimination.</i> Routledge. • Rao, A. (Ed.). (2019). <i>Gender and caste.</i> Routledge. • आंबेडकर, भीमराव रामजी. (2021). <i>कांग्रेस और गांधी ने अछूतों के लिए क्या किया?</i> सम्यक प्रकाशन. • कुमार, राजेन्द्र. (2017). <i>भारत में दलित आंदोलन का इतिहास.</i> रावत पब्लिकेशन्स. • National Programme on Technology Enhanced Learning. (n.d.). <i>Dalit politics and Dalit historiography</i> [Video]. NPTEL. https://www.classcentral.com/course/youtube-w6l36-dalit-politics-and-dalit-historiography-483189 • e-PG Pathshala. (n.d.). <i>Dalit movement and backward class assertions in India</i> [E-learning module]. Ministry of Education, Government of India. https://ebooks.inflibnet.ac.in/soc14/chapter/dalit-movement-and-backward-class-assertions-in-india/

Content Mapping with NEP thrust areas	
Field	Hours Devoted
Employability	2
Entrepreneurship	1
Skill Enhancement	2
Communication Development	2
Indian Knowledge System	4
Environmental Awareness	1
Current Issues and Social Awareness	4
Gender Issues	2
Public policies	3

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Colonial Indian Economy			
Course Code	26L6.5-HIS-325			
Course Level	500-599			
Course Type	DEC-8			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to analyze the disintegration of the rural economy under colonial rule and evaluate the impact of land revenue settlements, commercialization of agriculture, and rural indebtedness on agrarian society in India. CLO2: Students will be able to examine the changing patterns of foreign trade in colonial India and assess the effects of colonial economic policies on indigenous industries, artisans, and small-scale production. CLO3: Students will be able to analyze the growth and decline of urban centres in colonial India and evaluate the concept, causes, and economic implications of the Drain of Wealth theory. CLO4: Students will be able to evaluate the impact of colonial policies on forests, labour, and trade union movements and analyze the long-term consequences of colonial rule on the Indian economy.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
Unit-1	Disintegration of Rural Economy under Colonial Rule Colonial land revenue settlements: Permanent Settlement, Ryotwari and Mahalwari Commercialization of agriculture Rural Indebtedness	1	15
Unit-2	Foreign trade in colonial India: Mercantilism, Industrial capitalism, Finance capitalism Industries in Colonial India: Paradox of Deindustrialization and Industrial Growth, Artisans and Small-scale Industry, especially Handlooms	2	15
Unit-3	Urban Markets and growth/decline of urban centres in colonial India The Drain of wealth: Definition, Features, Causes, Debate	3	15
Unit-4	Environment, Forests and the Colonial State Labour and the trade union movement Consequences of colonial rule on Indian economy	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	1	2	1	2	-	2	-
CLO2	3	3	3	2	1	2	-	2	-	2	-
CLO3	3	3	3	2	1	2	-	2	1	2	-
CLO4	3	3	3	2	1	3	2	3	1	2	1

Learning Resources

- Ahluwalia, B., & Ahluwalia, M. (1991). *Raja Ram Mohan Roy and the Indian renaissance*. Mittal Publications.
- Anderson, W., & Damle, S. D. (1987). *The brotherhood in saffron: The RSS and Hindu revivalism*. Sage Publications.
- Dallmayr, F., & Devy, G. N. (Eds.). (2000). *Between tradition and modernity: India's search for identity*. Sage Publications.
- Trehan, J. (1991). *Veer Savarkar: Thought and action*. Deep & Deep Publications.
- Roy, T. (2020). *The economic history of India, 1857–2010* (4th ed.). Oxford University Press.
- Ludden, D. (2019). *An agrarian history of South Asia*. Cambridge University Press.
- Patnaik, U., & Patnaik, P. (2021). *Capital and imperialism: Theory, history, and the present*. Monthly Review Press.
- Chandra, B. (1966). *The rise and growth of economic nationalism in India*. People's Publishing House.
- राय, तपन. (2022). *भारत का आर्थिक इतिहास*. राजकमल प्रकाशन.
- दत्त, आर. सी. (2018). *भारत का आर्थिक इतिहास* (हिंदी अनुवाद). नेशनल बुक ट्रस्ट.
- NPTEL. (2021). *Colonial Cities and Urban Economy* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Colonial+Cities+India
- NPTEL. (2021). *Industrial Development in Colonial India* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Industrial+Development+Colonial+India
- NPTEL. (2021). *Agrarian Economy under Colonial Rule* [Video]. YouTube. https://www.youtube.com/results?search_query=NPTEL+Agrarian+Economy+Colonial+India

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	2
Skill Enhancement	4
Communication Development	2
Indian Knowledge System	3
Environmental Awareness	4
Current Issues and Social Awareness	3
Gender Issues	2
Public policies	2
Constitutional Values & Ethics	2
Research & Analytical Skills	4

Introduction				
Subject	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Modernity and Indian Political Thoughts			
Course Code	26L6.5-HIS-326			
Course Level	500-599			
Course Type	DEC-8			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the foundations of Modern Indian Thought and analyze the ideas of Ram Mohan Roy on rights and Pandita Ramabai on gender and social reform. CLO2: Students will be able to examine the socio-political thought of Vivekananda, Gandhi, and Ambedkar and evaluate their perspectives on ideal society, Swaraj, and social justice. CLO3: Students will be able to analyze the political and cultural ideas of Rabindranath Tagore, V. D. Savarkar, and Deendayal Upadhyaya and assess their contributions to debates on nationalism, Hindutva, and Integral Humanism. CLO4: Students will be able to evaluate the political philosophies of Jawaharlal Nehru and Ram Manohar Lohia and explain their views on secularism, socialism, and nation-building in modern India.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course	
Instructions for Examiner:	
Theory:	
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.	

Unit	Topics	CLO(s)	Contact Hours
Unit-1	Introduction to Modern Indian Thought Ram Mohan Roy: Rights Pandita Ramabai: Gender Madan Mohan Malaviya: Education and Nationalism	1	15
Unit-2	Vivekananda: Ideal Society Gandhi: Swaraj Ambedkar: Social Justice	2	15
Unit-3	Rabindranath Tagore: Critique of Nationalism V. D. Savarkar: Hindutva Deendayal Upadhyaya: Integral Humanism	3	15
Unit-4	Jawaharlal Nehru: Secularism Ram Manohar Lohia: Socialism	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class tests etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	1	1	-	-	-	-	-	2	-
CLO2	3	3	2	1	-	-	-	-	-	2	-
CLO3	3	3	3	2	-	-	-	-	1	2	-
CLO4	3	3	2	2	-	1	-	-	1	2	-

Learning Resources

- Ahluwalia, B., & Ahluwalia, M. (1991). *Raja Ram Mohan Roy and the Indian renaissance*. Mittal Publications.
- Anderson, W., & Damle, S. D. (1987). *The brotherhood in saffron: The RSS and Hindu revivalism*. Sage Publications.
- Appadorai, A. (1987). *Indian political thinking in the twentieth century*. South Asian Publishers.
- Bhattacharjee, A. (1993). *The prophets of modern Indian nationalism*. Ashish Publishing House.
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- Dallmayr, F., & Devy, G. N. (Eds.). (2000). *Between tradition and modernity: India's search for identity*. Sage Publications.
- Dalton, D. (1982). *India's idea of freedom: Political thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore*. The Academic Press.
- Mehta, V. R., & Pantham, T. (2021). *Political ideas in modern India: Thematic explorations*. Sage Publications.
- Guha, R. (2022). *Makers of modern India* (New ed.). Penguin Books
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- मेहता, वी. आर. (2021). *आधुनिक भारतीय राजनीतिक चिंतन*. लक्ष्मी नारायण अग्रवाल.
- सावरकर, विनायक दामोदर. (2020). *हिंदुत्व*. प्रभात प्रकाशन.
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- शर्मा, रामविलास. (2019). *भारतीय नवजागरण और सामाजिक परिवर्तन*. राजकमल प्रकाशन.
- NPTEL. (2022). *Introduction to modern Indian political thought* [Video course].
- SWAYAM. https://onlinecourses.nptel.ac.in/noc22_hs15/preview
- DU Political Science. (2024, July 18). *Modern Indian political thought (5th semester Political Science)* [Video]. YouTube. <https://www.youtube.com/watch?v=M8MIVIFHxdM>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	1
Skill Enhancement	6
Communication Development	4
Indian Knowledge System	8
Environmental Awareness	1
Current Issues and Social Awareness	4
Gender Issues	2
Public policies	2

Introduction				
Department Name	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Contemporary History of India (1947-2001)			
Course Code	26L6.5-HIS-OEC-301			
Course Level	500-599			
Course Type	OEC			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to analyze the major political developments in post-independence India, including Partition and its consequences, the framing of the Constitution, the integration and reorganization of states, and the national language debate. CLO2: Students will be able to evaluate the socio-economic transformation of independent India through economic planning, land reforms, the Green Revolution, communalism, and the processes of liberalization and globalization.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	2	0	0	2
Teaching hours per week	2	0	0	2
Internal Assessment Marks (Th+P=Total)	15		0	15
End Term Exam Marks	35		0	35
Max. Marks	50		0	50
Examination Duration (in Hours)	2 Hours		NA	2 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 5 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory . Examinees will be required to attempt three questions : the compulsory question no. 1 and 1 question from each of the two units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	Partition legacies: migration and resettlement. The making of the Constitution and establishment of the Republic. The integration of the Princely states and Reorganization of the states. The issue of National Language.	1	15
Unit-2	Economic planning and the model of mixed economy. Land reforms and agrarian class structure; Green Revolution Communalism and religious identities. Liberalization and globalization.	2	15

Suggested Evaluation Methods

Internal Assessment: 15	TH-15	PR-0	End Term Examination: 35	TH-35	PR-0
Class Participation	5	NA	Written Examination	35	NA
Seminar/presentation/assignment/quiz/class test etc.	5	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA

Mid-Term Exam(s)	5	NA	Write-up and execution of the practical	NA	NA
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Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CLO1	3	3	2	2	1	2	2	2	2	2	1
CLO2	3	3	2	3	1	3	2	2	2	2	2

* Note: This is a University Pool course with independent mapping.

Learning Resources

- Bose, S., & Jalal, A. (2004). Modern South Asia: History, culture, political economy (2nd ed.). Oxford University Press.
- Brass, P. R. (1990). The politics of India since independence. Cambridge University Press.
- Chandra, B., Mukherjee, M., & Mukherjee, A. (2000). India after independence, 1947–2000. Penguin Books.
- Frankel, F. R. (1978). India's political economy, 1947–1977: The gradual revolution. Princeton University Press.
- Gadgil, M., & Guha, R. (2004). The use and abuse of nature. Oxford University Press.
- Guha, R. (2007). India after Gandhi: The history of the world's largest democracy. Picador.
- Misra, M. (2007). Vishnu's crowded temple: India since the Great Rebellion. Allen Lane.
- Rudolph, L. I., & Rudolph, S. H. (1987). In pursuit of Lakshmi: The political economy of the Indian state. University of Chicago Press.
- चन्द्र, बिपिन. (2019). *आधुनिक भारत*. ओरिएंट ब्लैकस्वान.
- चन्द्र, बिपिन., मुखर्जी, आदित्य., एवं मुखर्जी, मृदुला. (2017). *स्वतंत्रता के बाद भारत (1947–2000)*. हिंदी माध्यम कार्यान्वयन निदेशालय.
- ग़ोवर, बी. एल., एवं ग़ोवर, एस. (2021). *आधुनिक भारत का इतिहास*. एस. चन्द पब्लिशिंग.
- गुहा, रामचन्द्र. (2018). *गांधी के बाद भारत*. राजकमल प्रकाशन.
- महाजन, वी. डी. (2020). *आधुनिक भारत का इतिहास*. एस. चन्द पब्लिशिंग.
<https://youtu.be/BcnUSDpCbPY?si=Vwm0KpXKbbHV2Usv>
<https://youtu.be/oPao1lCk8bQ?si=jV8tULXpNza0vDFG>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	2

Skill Enhancement	5
Communication Development	3
Indian Knowledge System	4
Environmental Awareness	2
Current Issues and Social Awareness	6
Public policies	4

Introduction				
Department Name	History - PG			
Semester	III			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	A Brief History of India's Freedom Struggle			
Course Code	26L6.5-HIS-OEC-302			
Course Level	500-599			
Course Type	OEC			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to analyze the Revolt of 1857, the growth of Indian nationalism, the ideological differences between the Moderates and Extremists, and the significance of the Swadeshi Movement in the national struggle. CLO2: Students will be able to evaluate the role of Gandhian mass movements, the Depressed Class movements, the rise of communalism, the Two-Nation Theory, and the events leading to the Partition and Independence of India.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	2	0	0	2
Teaching hours per week	2	0	0	2
Internal Assessment Marks (Th+P=Total)	15		0	15
End Term Exam Marks	35		0	35
Max. Marks	50		0	50
Examination Duration (in Hours)	2 Hours		NA	2 Hours

Contents of the Course			
Instructions for Examiner: Theory: The paper setter shall prepare 5 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory . Examinees will be required to attempt three questions : the compulsory question no. 1 and 1 question from each of the two units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	Revolt of 1857: Cause, Consequences and Nature of the revolt Rise of Nationalism: Ideologies and Programme of Congress Under Moderates and Extremist Phase. Trends in Swadeshi Movement	1	15
Unit-2	Gandhian Mass Movement: Non-Cooperation, Civil Disobedience, Quit India Movement Depressed Class Movements Partition and Independence: Two Nation Theory and Rise of Communalism	2	15

Suggested Evaluation Methods					
Internal Assessment: 15	TH-15	PR-0	End Term Examination: 35	TH-35	PR-0
Class Participation	5	NA	Written Examination	35	NA
Seminar/presentation/assignment/quiz/class test etc.	5	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	5	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CLO1	3	3	2	2	1	2	2	2	2	2	1
CLO2	3	3	2	3	1	3	2	2	2	2	2

* Note: This is a University Pool course with independent mapping.

Learning Resources
• Bandyopadhyay, S. (2004). From Plassey to Partition: A history of modern India. Orient BlackSwan. • Bose, S., & Jalal, A. (1997). Modern South Asia: History, culture, and political economy. Oxford University Press. • Chand, T. (1967). History of the freedom movement in India (Vols. 1–4). Publications Division, Ministry of Information and Broadcasting, Government of India. • Chandra, B., Mukherjee, M., Mukherjee, A., Mahajan, S., & Panikkar, K. N. (1989). India's struggle for independence. Penguin Books. • Chandra, B., Tripathi, A., & De, B. (1972). Freedom struggle. National Book Trust. • Desai, A. R. (1948). Peasant struggles in India. Oxford University Press. • Gore, M. S. (1993). The social context of an ideology: Ambedkar's political and social thoughts. Sage Publications. • Heehs, P. (1998). India's freedom struggle: A short history. Oxford University Press. • Majumdar, R. C. (1962–1963). History of the freedom movement in India (Vols. 1–3). Firma K. L. Mukhopadhyay. • Bipan Chandra. (2019). Bharat ka swatantrata sangharsh [भारत का स्वतंत्रता संघर्ष]. Hindi Madhyam Karyanvaya Nideshalaya. • https://youtu.be/a8GxzOdLbhw?si=1xrDIgaYDC7rGcTA • https://youtube.com/playlist?list=PLNspmbLKJ8L5x6vGCHXjkd8rPm4A6CC&si=31gqQROPv4W9_vGi https://youtu.be/MaGjyHfFRL8?si=XtdtrapFPdWLTxZT

Content Mapping with NEP thrust areas	
Field	Hours Devoted
Employability	3
Entrepreneurship	2
Skill Enhancement	5
Communication Development	3
Indian Knowledge System	6
Current Issues and Social Awareness	6
Gender Issues	2
Public policies	3

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Basic Tools and Trends of Historiography			
Course Code	26L6.5-HIS-401			
Course Level	500-599			
Course Type	CC-11			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Critically examine the nature, scope, and purpose of history, and evaluate the role of causation, objectivity, and historical sources in the construction of historical knowledge. CLO2: Analyze major historiographical developments, including Rankean positivism, the linguistic turn, and Marxist approaches to history writing, and assess their contributions to historical methodology. CLO3: Evaluate the emergence of alternative historical approaches, particularly the Annales School, social history, and gender history, and their impact on broadening the scope of historical inquiry. CLO4: Compare and critique the major schools of modern Indian historiography—Colonial, Nationalist, Marxist, and Subaltern—and assess their interpretations of India's past.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	3	1	0	4
Teaching hours per week	3	1	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Nature and Scope of History; Causation, Objectivity, Sources: Selection of Sources, primary and secondary Sources	1	15
Unit-2	Rise of Modern History , Ranke and Positivism The Linguistic Turn and Historians Marxism and History writing	2	15
Unit-3	The Annals School Social history Gender and History Writing	3	15
Unit-4	History Writing in Modern India: Colonial, Nationalist, Subaltern and Marxist School	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	3	2	3	2	2	2	1	2	3
CLO2	3	2	2	2	2	1	2	2	2	1	2
CLO3	2	3	3	2	2	1	2	3	2	1	2
CLO4	2	3	2	2	2	1	2	2	2	1	2

Learning Resources

Carr, E. H. (2001). *What is history?* (2nd ed.). Palgrave Macmillan.

Bloch, M. (1954). *The historian's craft*. Manchester University Press.

Bentley, M. (Ed.). (2006). *Companion to historiography*. Routledge.

कार, ई. एच. (2018). *इतिहास क्या है?* (हिंदी अनुवाद). राजकमल प्रकाशन.

तोश, जॉन. (2019). *इतिहास का अध्ययन: उद्देश्य, पद्धति और दृष्टिकोण* (हिंदी संस्करण). पियर्सन इंडिया.

Consortium for Educational Communication. (n.d.). *History and historiography* [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Portal

Indira Gandhi National Open University. (n.d.). *Historical methods and historiography* [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Portal

Consortium for Educational Communication. (n.d.). *Introduction to history and historical methods* [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Portal

e-PG Pathshala. (n.d.). *Historical methods and philosophy of history* [Video lectures]. YouTube. Retrieved June 20, 2026, from e-PG Pathshala Resources

NPTEL Humanities and Social Sciences. (n.d.). *History, historiography and research methodology* [Video lecture series]. YouTube. Retrieved June 20, 2026, from NPTEL YouTube Channel

Consortium for Educational Communication. (n.d.). *Historiography and historical traditions in India* [MOOC]. SWAYAM. Retrieved June 20, 2026

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	20
Skill Enhancement	15
Indian Knowledge System	5
Current Issues and Social Awareness	5

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Source of History			
Course Code	26L6.5-HIS-402			
Course Level	500-599			
Course Type	CC-12			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Analyze the nature, significance, and limitations of archaeological and literary sources for the reconstruction of Ancient Indian history. CLO2: Evaluate the contribution of biographies and foreign accounts to the understanding of Indian society, polity, economy, and culture across different historical periods. CLO3: Critically examine major Persian chronicles and court histories of Medieval India and assess their value as historical sources. CLO4: Assess the importance of archival records, private papers, newspapers, periodicals, and oral traditions as sources for the study of Modern Indian history.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	3	1	0	4
Teaching hours per week	3	1	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Archaeological Sources a) Stone Tools b) Pottery c) Coins d) Inscription Literary Sources a) Vedic Literature b) Epics, Puranas, Arthashastras c) Buddhist and Jain Sources	1	15
Unit-2	Biographies and Foreign Accounts a) Harsacharita, Rajtaringini b) Megasthanes, Al Beruni c) Ibn Batuta, Francois Bernier	2	15
Unit-3	Sources of Medieval India a) Ziaddin Barni: Fatwat-i-Jahandari b) Babur :Zuzak-i-Baburi c) Abul Fazal:Akbar Nama (3 Vols)	3	15
Unit-4	Sources of Modern India a) Archival Records b) Private Papers: Officials and Non-Officials c) Newspapers and Periodicals d) Oral Tradition	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class tests etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	3	2	3	2	2	2	2	2
CLO2	3	2	2	3	1	2	1	2	3	2	3
CLO3	2	2	2	3	1	2	3	1	2	3	2
CLO4	3	2	2	1	2	3	2	1	2	3	3

Learning Resources

- Ray, H. P., & Sinopoli, C. M. (Eds.). (2004). *Archaeology as history in early South Asia*. Indian Council of Historical Research.
- Singh, U. (2021). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. Pearson Education.
- Thapar, R. (2019). *The past before us: Historical traditions of early North India*. Permanent Black.
- अग्रवाल, वासुदेव शरण. (2018). *भारतीय कला*. राजकमल प्रकाशन.
- सिंह, उपेंद्र. (2022). *प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास*. पियर्सन इंडिया.
- Consortium for Educational Communication. (n.d.). *Indian historiography and historical traditions* [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Portal
- Consortium for Educational Communication. (n.d.). *Sources of ancient Indian history* [MOOC]. SWAYAM. Retrieved June 20, 2026, from SWAYAM Portal
- e-PG Pathshala. (n.d.). *Sources of ancient, medieval and modern Indian history* [Video lectures]. YouTube. Retrieved June 20, 2026, from e-PG Pathshala Resources

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	20
Skill Enhancement	60
Indian Knowledge System	15

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Political History of North India (651 AD to 1200 AD)			
Course Code	26L6.5-HIS-403			
Course Level	500-599			
Course Type	DEC-9			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to analyze the origin of the Rajputs and assess the impact of Arab and Turkish invasions on early medieval Indian polity and society. CLO2: Students will be able to examine the rise, expansion, and political achievements of the Gurjara-Pratihara and Palas, with special reference to their prominent rulers. CLO3: Students will be able to evaluate the political developments and contributions of the Shahis of Kabul and Punjab, Chandellas, Western Chalukyas, and Solankis in early medieval India. CLO4: Students will be able to assess the role of the Paramaras, Chahamanas, and Gahadwalas in shaping the political history and regional state system of early medieval India.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	a) Origin of Rajputs b) Invasions of Arabs and Turks and their Impacts.	1	15

Unit-2	a) Gurjara Pratiharas (With special reference to Vatsraj, Nagbhatta IInd and Mihirbhoj) b) Palas (with special reference to Dharmpal, Devpal and Mahipal)	2	15
Unit-3	a) Shahi of Kabul and Punjab b) Chandellas (with special reference to Yashoverma, Dhang and Vidyadhar) c) Western Chalukyas and Solanki (with special reference to Jaisingh Siddharaj and Kumarpal)	3	15
Unit-4	a) Parmaras (with special reference to Munja and Bhoj) b) Chahmanas (with special reference to Vigraraj IV and Prithviraj IInd) c) Gahadwalas (with special reference to Govindchand, Vijaychand and Jaichand)	4	15

Suggested Evaluation Methods

Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	1	3	1	3	2	2	1
CLO2	3	2	2	3	1	3	1	3	2	1	1
CLO3	3	3	2	3	1	3	1	3	2	1	1
CLO4	3	3	2	3	1	3	1	3	2	1	1

Learning Resources

- Bhatia, P. (1970). *The Paramaras*. Munshiram Manoharlal Publishers.
- Bose, N. S. (1956). *History of the Chandelas*. K. L. Mukhopadhyay Publishers.
- Chattopadhyaya, B. D. (1994). *The making of early medieval India*. Oxford University Press.
- Ganguly, D. C. (1933). *History of the Paramaras*. University of Dacca.
- Majumdar, R. C., & Pusalker, A. D. (2012). *The age of imperial Kannauj*. Bharatiya Vidya Bhavan.
- Majumdar, R. C., & Pusalker, A. D. (2011). *History of Bengal*. B.R. Publishing Corporation.
- Majumdar, R. C., & Pusalker, A. D. (2019). *Struggle for empire*. Bharatiya Vidya Bhavan.
- Puri, B. N. (1986). *The Gurjara-Pratiharas*. Munshiram Manoharlal Publishers.
- Ray, H. C. (2017). *Dynastic history of northern India* (Vol. 2). Munshiram Manoharlal Publishers.
- Tripathi, R. S. (1989). *History of Kannauj*. Munshiram Manoharlal Publishers.
- Yadav, B. N. S. (2012). *Society and culture of northern India in the twelfth century*. Raka Prakashan.
- पांडेय, वी. सी. (2020). *पूर्व मध्यकालीन भारत*. विश्वविद्यालय प्रकाशन.
- शर्मा, आर. एस. (2019). *पूर्व मध्यकालीन भारत का सामंती समाज और अर्थव्यवस्था*. राजकमल प्रकाशन.
- सिंह, उपेंद्र. (2021). *प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास*. पियर्सन इंडिया.
- त्रिपाठी, आर. एस. (2018). *कन्नौज का इतिहास*. हिंदी ग्रंथ अकादमी.
- यादव, बी. एन. एस. (2015). *बारहवीं शताब्दी में उत्तर भारत का समाज और संस्कृति*. राका प्रकाशन.
- https://onlinecourses.swayam2.ac.in/e-learning/preview/cec24_hs18
- <https://youtu.be/e-5vJpkRoqo?si=uZXsBXpzJGOJtde9>
- <https://youtu.be/E6gKgDEfMoc?si=-eh1PkEeAzsobtev>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	5
Entrepreneurship	1
Skill Enhancement	5
Communication Development	3
Indian Knowledge System	15
Current Issues and Social Awareness	5
Public policies	8

Introduction			
Name of Subject	History-PG		
Semester	IV		
Nature of Course	Theory (Theory+Tutorial)		
Nomenclature of the Course	Indian Art and Iconography		
Course Code	26L6.5-HIS-404		
Course Level	500-599		
Course Type	DEC-9		
Pre-requisite for the course (if any)	Nil		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO1: Students will be able to describe the features of prehistoric paintings and proto-historic art, and explain the significance of sculpture and terracotta in understanding early Indian culture and society. CLO2: Students will be able to explain the characteristics of Mauryan and Sunga art, identify the artistic features of the Ajanta and Bagh wall paintings, and analyze their historical and cultural significance. CLO3: Students will be able to compare the Mathura and Gandhara schools of art, describe the distinctive features of Kushana and Gupta sculptures, and evaluate their contribution to the development of Indian sculptural traditions. CLO4: Students will be able to explain the origin and development of Buddha images, identify the iconographic features of Jain Tirthankaras, Shiva, and Vishnu, and interpret their religious, artistic, and cultural significance.		
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B-Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			

Unit		CLO/s Attempt	Contact Hours
I	a) Prehistoric painting: Bhimbetaka and Adamgarh b) Proto-historic Art: Sculpture and Terracotta	CLO ₁	15
II	a) Mauryan and Sunga's Art b) Wall paintings: Ajanta and Bagh	CLO ₂	15
III	a) Kushana sculpture: Mathura and Gandhara school of Art b) Gupta's sculpture	CLO ₃	15
IV	a) Origin and Development of Buddha Images b) Iconography of Jain Tirthankaras c) Iconography of Siva and Vishnu	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment :30 Marks		End Term Examination : 70 Marks	
•ClassParticipation:	5	WrittenExamination:70	
•Seminar/presentation/assignment/quiz/classtest etc.:	10		
•Mid-Term Exam:	15		
PartC-Learning Resources			

Recommended Books/Journals/ e-resources/Learning Management Systems(LMS):

- Banerjea, J. N. (1941). *The development of Hindu iconography*. University of Calcutta.
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Mapping of (CLOs) to Programme Learning Outcomes

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO1	3	2	2	2	1	2	2	2	2	1	1
CLO2	3	2	2	2	1	3	2	2	2	2	1
CLO3	3	3	2	3	1	3	2	3	2	2	1
CLO4	3	3	3	3	1	3	2	3	3	2	2

Content Mapping with NEP thrust areas

Field	Content/s
Employability	8
Entrepreneurship	3
Skill Enhancement	8
Communication Development	3
Indian Knowledge System	16
Environmental Awareness/SDGs	3
Current Issues and Social Awareness	5
Gender issues	2
Public policies	6
Any Other	2

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Political history of South India (From mid 600 AD to 1200 AD)			
Course Code	26L6.5-HIS-405			
Course Level	500-599			
Course Type	DEC-10			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to analyze the rise, expansion, and political achievements of the Chalukyas of Vatapi and the Pallavas, with special reference to their prominent rulers. CLO2: Students will be able to examine the political history, military campaigns, and contributions of the Rashtrakuta dynasty to the development of South India. CLO3: Students will be able to assess the growth of the Chola Empire and evaluate its administrative system and the achievements of its major rulers. CLO4: Students will be able to evaluate the political developments and contributions of the Western Chalukyas of Kalyani and the Pandyas in medieval South India.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Chalukyas of Vatapi (with special reference to Manglesh and Pulkesin-II) Pallvas Dynasty (with special reference to Narsingh Varman-I and Nandi Varman-II)	1	15
Unit-2	Rashtrakutas Dynasty (with special reference to Dantidurga, Dhruv Dharavarsh, Govind-III, Amoghvarsh and Krishna-III)	2	15
Unit-3	Cholas Dynasty (with special reference to Parantak-I, Rajraj-I and Rajendra-I), Administration of Cholas.	3	15
Unit-4	Western Chalukyas of Kalyani (with special reference to Tailap-II, Someshwar-I and Vikramaditya-VI) Pandayas Dynasty (with special reference to Sundar Panday-I and Marvarman Kulshekhar)	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3	1	3	1	3	2	1	1
CLO2	3	2	2	3	1	3	1	3	2	1	1
CLO3	3	3	2	3	1	3	1	3	2	2	2
CLO4	3	2	2	3	1	3	1	3	2	1	1

Learning Resources

- Altekar, A. S. (2025). *The Rashtrakutas and their times*. Gyan Publishing House.
- Chattopadhyaya, B. D. (1994). *The making of early medieval India*. Oxford University Press.
- Majumdar, R. C., & Pusalker, A. D. (Eds.). (2018). *The history and culture of the Indian people* (Vols. III–IV). Bharatiya Vidya Bhavan.
- Sastri, K. A. N. (2013). *The Cholas*. University of Madras.
- Yazdani, G. (Ed.). (1960). *The early history of the Deccan* (Vols. 1–2). Oxford University Press.
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- Pandey, V. C. (1973). *Prachina Bharat ka rajnaitik itihasa (600–1200 A.D.)* [प्राचीन भारत का राजनीतिक इतिहास (600–1200 ई.)]. Lucknow.
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https://onlinecourses.swayam2.ac.in/e-learning/preview/cec24_hs18
<https://youtu.be/xF53vpTspyU?si=LFCY2THsrWVTMyTv>
<https://youtu.be/ItA1BQcxVHA?si=8yQZ3de1mBZ1Duke>
- <https://youtu.be/xF53vpTspyU?si=-Crl2avCq1z3xMWN>
<https://youtu.be/6GezWFjnU2I?si=tIBXdYLwD1cxOp71>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	5
Entrepreneurship	1
Skill Enhancement	5
Communication Development	3
Indian Knowledge System	16
Environmental Awareness	1
Current Issues and Social Awareness	4
Public policies	8

Introduction			
Name of Subject	History - PG		
Semester	IV		
Nature of Course	Theory (Theory+Tutorial)		
Nomenclature of the Course	Empirers, Routes and Networks of North-West India (c. 500-1000 CE)		
Course Code	26L6.5-HIS-406		
Course Level	500-599		
Course Type	DEC-10		
Pre-requisite for the course (if any)	Nil		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO1: Students will be able to analyze the geographical and historical significance of Northwest India, including Punjab, Gandhara, Kashmir, and adjoining regions, and evaluate the debates on frontier, warzone, and zone of interaction in the context of the decline of Gupta authority and Hun invasions. CLO2: Students will be able to examine the trade corridors, river systems, and inter-regional networks connecting Northwest India with Central Asia and West Asia, and assess their role in facilitating trade, military movements, and pilgrimage. CLO3: Students will be able to evaluate the political and cultural interactions in Northwest India through Arab contacts, the rise of Rajput polities, the Gurjara-Pratiharas, the Turk Shahis, the Hindu Shahis, and the emergence of the Ghaznavid (Yamini) dynasty. CLO4: Students will be able to assess the role of major urban centres and the diffusion of religious traditions, art, and ideas in Northwest India, with special reference to Kabul, Ghazni, Multan, Debal, Buddhism, Islam, Shaivism, Vaishnavism, Nath traditions, and cross-cultural exchanges.		
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B –Contents of the Course			

Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit		CLO/s Attempt	Contact Hours
I	Defining Northwest India; Punjab, Gandhara, Kashmir, and adjoining zones; Debates on Frontier, Warzone and Zone of Interaction; Decline of Gupta authority and Huns Intervention	CLO ₁	15
II	Trade corridors connecting India with Central Asia and West Asia; River systems: Indus and its tributaries; Inter-regional networks of military, trade, and pilgrimage	CLO ₂	15
III	Arab contacts, trade, and early Indo-Islamic interactions; Rise of Rajput Polities and Gurjar Pratiharas; Turk Shahis and Hindu Shahis and Rise of Ghazni under Yamini Dynasty	CLO ₃	15
IV	Urban Centres - Kabul, Ghazni, Multan and Debal; Diffusion of Religious sects and ideas - Buddhism, Islam, Shaivism, Vaishnavism and Nathas; Exchange of text, art and ideas.	CLO ₄	15
Total Contact hours			60

Evaluation Methods

Internal Assessment:30 Marks		End Term Examination:70 Marks
• Class Participation:	5	Written Examination:70
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	

Part C-Learning Resources

Recommended Books/Journals/ e-resources/Learning Management Systems(LMS):

- Eaton, R. M. (2005). *A social history of the Deccan, 1300–1761: Eight Indian lives*. Cambridge University Press.
- Flood, F. B. (2009). *Objects of translation: Material culture and medieval “Hindu-Muslim” encounter*. Princeton University Press.
- Kulke, H., & Rothermund, D. (2016). *A history of India* (6th ed.). Routledge.
- Lorenzen, D. N. (Ed.). (2004). *Religious movements in South Asia, 600–1800*. Oxford University Press.
- Michell, G. (2000). *The Penguin guide to the monuments of India* (Vol. 1). Penguin Books.
- Ray, H. P. (2003). *The archaeology of seafaring in ancient South Asia*. Cambridge University Press.
- Singh, U. (2017). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. Pearson.
- Wink, A. (1990). *Al-Hind: The making of the Indo-Islamic world* (Vol. 1). Oxford University Press.
- Tripathi, R. S. (2018). *Prācīn Bhārat kā itihās* [प्राचीन भारत का इतिहास]. Motilal Banarsidass.
- Verma, O. P. (2017). *Madhyakālīn Bhārat kā itihās* [मध्यकालीन भारत का इतिहास]. Rajasthan Hindi Granth Academy.
- Yadav, B. N. S. (2016). *Pūrva madhyakālīn Uttar Bhārat kā samāj evaṃ saṃskṛti* [पूर्व मध्यकालीन उत्तर भारत का समाज एवं संस्कृति]. Rajasthan Hindi Granth Academy.
- Yadav, B. N. S. (2018). *Pūrva madhyakālīn Bhārat* [पूर्व मध्यकालीन भारत]. Rajasthan Hindi Granth Academy.
- Consortium for Educational Communication. (n.d.). *Ancient Indian history and culture* [Video series]. YouTube. https://www.youtube.com/@cecugc?utm_source=chatgpt.com
- Indira Gandhi National Open University. (n.d.). *Gyandarshan educational lectures on history* [Video series].
- https://www.ignouonline.ac.in/gyandarshan/Gyandarshan.html?utm_source=chatgpt.com

Mapping of Course Learning Outcomes (CLOs) to Program Outcomes & Program Specific Outcomes

CLOs	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁
CLO1	3	3	2	2	1	2	2	2	2	2	1
CLO2	3	3	2	3	2	3	2	2	2	2	2
CLO3	3	3	2	3	2	3	2	2	2	2	2
CLO4	3	3	2	3	2	3	2	2	3	2	2

Content Mapping with NEP thrust areas

Field	Hours
Employability	5
Entrepreneurship	4
Skill Enhancement	7
Communication Development	3
Indian Knowledge System	12
Environmental Awareness/SDGs	4
Current Issues and Social Awareness	6
Gender issues	1
Public policies	7
Any Other	-

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Science and Technology in Ancient India			
Course Code	26L6.5-HIS-407			
Course Level	500-599			
Course Type	DEC-11			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the importance of the study of the history of science and evaluate its role in understanding the development of human knowledge and civilization. CLO2: Students will be able to examine the development of mathematics and astronomy in ancient India and assess their contributions to scientific thought. CLO3: Students will be able to analyze the growth of metallurgy, glass-making, and ceramic technologies in ancient India and evaluate their significance in technological advancement. CLO4: Students will be able to assess the development of agriculture in ancient India and evaluate its impact on economic growth and societal transformation.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Importance of the Study of History of Science	1	15
Unit-2	History of Mathematics and Astronomy in Ancient India	2	15
Unit-3	History of Metallurgy, Glass and Ceramics	3	15
Unit-4	History of Agriculture in Ancient India	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	2	1	2	2	3	3	2	1
CLO2	3	3	2	3	1	3	2	3	2	2	1
CLO3	3	3	2	3	1	3	3	3	2	2	1
CLO4	3	2	2	3	1	3	2	3	2	2	1

Learning Resources

- Barrow, J. D. (1992). *Pi in the sky: Counting, thinking, and being*. Oxford University Press.
- Brown, J. W. (1994). Morphogenesis and mental process. *Development and Psychopathology*, 6(4), 551–563.
- Dasgupta, S. (1975). *A history of Indian philosophy* (Vols. 1–5). Motilal Banarsidass. (Original work published 1932)
- Feuerstein, G., Kak, S., & Frawley, D. (1995). *In search of the cradle of civilization: New light on ancient India*. Quest Books.
- Kak, S. (1986). *The nature of physical reality*. Peter Lang.
- Kanigel, R. (1991). *The man who knew infinity: A life of the genius Ramanujan*. Charles Scribner's Sons.
- Sengupta, P. C. (1947). *Ancient Indian chronology*. University of Calcutta Press.
- Staal, F. (1988). *Universals: Studies in Indian logic and linguistics*. University of Chicago Press.
- Van Buitenen, J. A. B. (1975). *The Mahabharata* (Vol. 2). University of Chicago Press.
- Venkatesananda, S. (Trans.). (1984). *The concise Yoga Vasistha*. State University of New York Press.
- अग्रवाल, डी. पी. (2013). *प्राचीन भारत में विज्ञान एवं प्रौद्योगिकी*. राजकमल प्रकाशन.
- जैन, के. सी. (2015). *प्राचीन भारत में विज्ञान और तकनीकी विकास*. राजस्थान हिंदी ग्रंथ अकादमी.
- काक, एस. (2018). *भारतीय विज्ञान की परम्परा*. भारतीय ज्ञानपीठ.
- <https://youtu.be/zeK8lDaHAJI?si=0xnKw5goV9hlClfy>
- https://youtu.be/OxYI3Z_mlek?si=UAtYOd7S9_OZBM2w
https://youtube.com/playlist?list=PLZ83joYJYmWR8dUgfbxKfGxbCOaKw91J&si=kLs_ej7-Xg9oVwz8
- https://youtu.be/5fDcSR3H7Zg?si=QN_2LjQKfGpRKp_O
- <https://youtube.com/playlist?list=PLjNBGxgt8-2ScjNrapkvBv6UKBTWnRxvk&si=tLhsrHq7m9LMhjMB>
- https://youtu.be/PLMZfHEafS4?si=gLiXqvtSyHMWt_F4

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	3
Skill Enhancement	5
Communication Development	2
Indian Knowledge System	16
Environmental Awareness	5
Current Issues and Social Awareness	3
Public policies	2

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	History of Art and Architecture in Ancient India up to 1000 CE			
Course Code	26L6.5-HIS-408			
Course Level	500-599			
Course Type	DEC-11			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the geographical background, sources, and fundamental concepts of Indian art and architecture. CLO2: Students will be able to examine the development of Buddhist and Jain architecture, including stupas, viharas, chaityas, and major architectural sites such as Sanchi, Amaravati, Ellora, and Sittanavasal. CLO3: Students will be able to analyze the evolution of Indian sculpture and painting traditions, including Buddhist, Shaiva, and Vaishnava iconography, rock paintings, cave paintings, and mural art. CLO4: Students will be able to evaluate the growth and distinctive features of Nagara, Vesara, and Dravida temple architecture, with special reference to Chola and Pallava architectural traditions.			
	Theory (Th)			Practical (P)
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	Background a) Geography b) Sources c) Theory and concept of Indian Art and Architecture	1	15

Unit-2	Rise and Growth of Chaitya and Stupa a) Buddhist architecture, Stupas, Viharas, Chaityas, Bedsa and Pitalkhora b) Jain Architecture, Features and Types, Elora, Sittanavasal c) Sanchi and Amaravati	2	15
Unit-3	Sculpture and Painting a) Un-iconic and Iconic Buddha b) Sculpture and Myths (Shiva, Vishnu) c) Rock paintings, Cave Paintings, Mural Paintings	3	15
Unit-4	Rise and Growth of Temple Architecture a) Nagar, Vesar and Dravida Temples Architecture b) Chola Temple Architecture c) Pallava Temple Architecture	4	15

Suggested Evaluation Methods

Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class tests etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PSO1	PSO2
CLO1	3	2	2	2	1	2	1	2	2	1	1	3	2
CLO2	3	3	2	2	1	3	1	2	2	2	1	3	3
CLO3	3	3	2	3	1	3	1	2	2	2	1	3	3
CLO4	3	3	2	3	1	3	1	2	2	2	1	3	3

Learning Resources

- Ale, V. M. (1939). *Social and religious life in Brahmasutra*. Ahmedabad. Barua, D. K. (1969). *Viharas in ancient India*. Calcutta.
- Behl, B. K. (1998). *The Ajanta caves: Ancient caves of Buddhist India*. Singapore. Bhattacharya, V. R. (1989). *Wisdom of cultural heritage of India*. Metropolitan Publisher.
- Birdwood, G. (1975). *Industrial art in India*. London.
- Dutt, S. (1962). *Buddhist monks and monasteries in India*. George Allen & Unwin. Subramanyam, K. V. (1917). *Historical sketches of ancient Deccan*. Madras.
- अग्रवाल, वासुदेव शरण. (2018). *भारतीय कला*. पृथ्वी प्रकाशन.
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- पांडेय, वी. सी. (2019). *भारतीय कला और संस्कृति का इतिहास*. विश्वविद्यालय प्रकाशन.
- शर्मा, आर. एस. (2019). *प्राचीन भारत*. राजकमल प्रकाशन.
- सिंह, उषिंदर. (2021). *प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास*. पियर्सन इंडिया.
- . <https://youtu.be/TUNTfaanF-k?si=OZJm6fmtDhDzOggB>
- https://youtu.be/TMt8l_CBS_c?si=zCUscUZ7Ia247VWS
- <https://youtu.be/PjsYmuKr1EY?si=O66o89RjxO6IIPH3>
- <https://youtu.be/2lMip-Q4hmc?si=R-vIwoW0tfWLMaUQ>
- <https://youtu.be/qn-134Diths?si=OisGgMYplZY7qcsN>
- https://youtu.be/_1buKqP9FLI?si=nW9jYvZYNm5DGgCT

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	5
Entrepreneurship	2
Skill Enhancement	6
Communication Development	3
Indian Knowledge System	20
Environmental Awareness	2
Current Issues and Social Awareness	4
Gender Issues	1
Public policies	3

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Ancient Indian Political Thought			
Course Code	26L6.5-HIS-409			
Course Level	500-599			
Course Type	DEC-12			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the geo-political background of ancient India and analyze the influence of Vedic values and the salient features of ancient Indian political thought. CLO2: Students will be able to examine the political philosophy embedded in the Ramayana, Mahabharata, Bhagavad Gita, and Vedanta traditions. CLO3: Students will be able to assess the legal and ethical principles contained in the Manu Smriti, Narada Smriti, Vishnu Smriti, and Shukra Niti and evaluate their role in ancient Indian governance. CLO4: Students will be able to analyze theories of kingship and statecraft, including the political ideas of Kautilya and Manu, and evaluate the administrative principles of the Mauryas, Guptas, and local governance systems.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	A brief survey of the geo-political background; Impact of Vedic Values; Salient features of the ancient Indian Political thought.	1	15
Unit-2	Political Philosophy; Ramayan, Mahabharata, Bhagavad Gita, Vedanta.	2	15
Unit-3	Codification of Laws—Manu-Smriti, Narada-Smriti, Vishnu-Smriti, Sukra-niti.	3	15
Unit-4	Theories about the origin of the king/kingship; Kautilya— Theory of State, Rajmandala; Manu—Social Laws, Rajdharma, Varnashrama, Statecraft; Benevolent Monarchism—Mauryas and Guptas; Thoughts on Local administration in India.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	2	1	2	1	3	2	2	1
CLO2	3	2	2	2	1	2	1	3	2	3	1
CLO3	3	3	2	3	1	3	1	3	2	3	1
CLO4	3	3	2	3	1	3	1	3	2	3	2

Learning Resources

- Ghosh, N. N. (1948). *Early history of India*. Indian Press.
- Kosambi, D. D. (1996). *An introduction to the study of Indian history*. Popular Prakashan.
- Majumdar, R. C. (1971). *The history and culture of the Indian people* (Vol. 1). Bharatiya Vidya Bhavan.
- Sastri, K. A. N. (1988). *Age of the Nandas and Mauryas*. Motilal Banarsidass.
- Sharma, R. S. (1995). *Perspectives in social and economic history of early India*. Munshiram Manoharlal Publishers.
- Thapar, R. (1990). *A history of India* (Vol. 1). Penguin Books.
- Thapar, R. (1997). *Ashoka and the decline of the Mauryas*. Oxford University Press.
- Tripathi, R. S. (1999). *History of ancient India*. Motilal Banarsidass.
- झा, डी. एन. (2018). प्राचीन भारत का इतिहास. हिंदी माध्यम कार्यान्वयन निदेशालय।
- महाजन, वी. डी. (2016). प्राचीन भारत का इतिहास. एस. चन्द पब्लिशिंग।
- पांडेय, वी. सी. (2019). प्राचीन भारत का राजनीतिक एवं सांस्कृतिक इतिहास. विश्वविद्यालय प्रकाशन।
- शर्मा, आर. एस. (2019). प्राचीन भारत. राजकमल प्रकाशन।
- सिंह, उषिंदर. (2021). प्राचीन एवं पूर्व-मध्यकालीन भारत का इतिहास. पियर्सन इंडिया।
- <https://youtube.com/playlist?list=PLNspmbLKJ8KUxbiDeYrzSo-OnBjEIQbR&si=ogDySSCtIoXRcdPs>
- https://youtu.be/u6_J7e-TDZw?si=zgLTOfDnpwzhkocH
- <https://youtu.be/CoWpsqjq3mA?si=9a0M4Nk63Zf2OGzh>
- <https://youtu.be/I8IV2e7W4Vs?si=cGapR5FDhZCCOOSx>
- https://youtu.be/dA3qJarsjzk?si=dL_Xa0b4zNT3cj_z

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	5
Entrepreneurship	2
Skill Enhancement	5
Communication Development	3
Indian Knowledge System	18
Environmental Awareness	1
Current Issues and Social Awareness	4
Gender Issues	1
Public policies	10

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Cultural Interaction in South and South East Asia			
Course Code	26L6.5-HIS-410			
Course Level	500-599			
Course Type	DEC-12			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the geographical background of South-East Asia and analyze the maritime and overland routes that facilitated India's contacts with the region. CLO2: Students will be able to examine the spread of Buddhism in Burma (Myanmar) and assess the establishment of Indian cultural influences and colonies in Siam (Thailand). CLO3: Students will be able to analyze the impact of Indian religion, culture, and literature on Champa (Vietnam), Kamboja (Cambodia), and Swarnadweepa (Indonesia), including the development of Indo-Javanese literature. CLO4: Students will be able to evaluate the influence of Indian art and architecture in South-East Asia with special reference to Angkor Wat, Borobudur, Ananda Temple, and Ruwanwelisaya Dagoba.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	Geographical background of South East Asia and routes from India to South East Asia	1	15

Unit-2	Entry of Buddhism in Burma (Myanmar), Propagation and Important centers Indian colonies in Siam (Thailand)	2	15
Unit-3	Indian cultural evidence form Champa (Vietnam) and Indian Religion and Culture in Kamboj (Cambodia) Propagation of Indian culture in Swarnadweepa (Indonesia) Indo-Javanese literature	3	15
Unit-4	Evidences of Indian Art form the various Provinces of South East Asia a) Angkorvat b) Borobudur c) Ananda Temple of pagan d) Ruanveliyea Daguva of Anuradhapur	4	15

Suggested Evaluation Methods

Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	2	1	2	1	2	2	1	1
CLO2	3	2	2	2	1	2	1	2	2	2	1
CLO3	3	3	2	3	1	3	1	2	2	2	1
CLO4	3	2	2	3	1	2	1	2	2	2	1

Learning Resources

- Chatterji, B. R. (1928). *Indian cultural influence in Cambodia*. Pune University.
- Chatterji, B. R., & Chakraborti, A. (2018). *India and Java*. Franklin Classics.
- Harvey, G. E. (2020). *A history of Burma*. Gyan Publishing House.
- Lal, B. B. (1997). *The earliest civilization of South Asia*. Aryan Books International.
- Majumdar, R. C. (1944). *Hindu colonies in the Far East*. South Asia Books.
- Majumdar, R. C. (1986). *Suvarnavdipa: Ancient Indian colonies in the Far East: Cultural history* (Vol. 2). Gyan Publishing House.
- Majumdar, R. C. (2006). *Champa: History and culture of an Indian colonial kingdom in the Far East (2nd–16th century A.D.)*. Gyan Publishing House.
- May, R. L. (1938). *The Buddhist art of Siam*. Cambridge University Press.
- Ranson, P. (1967). *The art of South-East Asia*. Thames & Hudson
- मजूमदार, आर. सी. (2015). *दक्षिण-पूर्व एशिया में भारतीय संस्कृति का प्रसार*. हिंदी ग्रंथ अकादमी.
- पांडेय, वी. सी. (2018). *दक्षिण-पूर्व एशिया में भारतीय संस्कृति*. विश्वविद्यालय प्रकाशन.
- शर्मा, आर. एस. (2019). *प्राचीन भारत और दक्षिण-पूर्व एशिया के सांस्कृतिक संबंध*. राजकमल प्रकाशन.
- सिंह, उपेंद्र. (2021). *प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास*. पियर्सन इंडिया.
- <https://youtu.be/RmrQXazCoUY?si=JGqQrntoN-ABzxAJ>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	2
Skill Enhancement	4
Communication Development	3
Indian Knowledge System	18
Environmental Awareness	3
Current Issues and Social Awareness	4
Public policies	2

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Political History of India (1526-1757)			
Course Code	26L6.5-HIS-411			
Course Level	500-599			
Course Type	DEC-9			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the major sources of Mughal history and analyse the construction of imperial authority, legitimacy, and kingship in the Mughal Empire. LO2: Examine Mughal relations with the Rajputs, the Mughal zamindari policy, and the mansabdari system as important instruments of imperial integration and administration. CLO3: Analyse the structure and functioning of the central and provincial administration of the Mughal Empire and assess the nature of the Mughal state. CLO4: Evaluate the decline of the Mughal Empire, the eighteenth-century debate, and modern historiographical interpretations regarding the causes and character of Mughal decline.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
Unit-1	a) Sources of Mughal History b) Construction of Imperial Authority c) Legitimacy and Kingship	1	15
Unit-2	a) Relations with Rajputs b) Zamindari Policy of the Mughals c) Mansabdari System	2	15
Unit-3	a) Provincial Government b) Central Government c) Nature of Mughal	3	15
Unit-4	a) Decline of Mughal and the Eighteenth Century Debate b) Modern Historiography on the Decline	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3		2	1	3	1	1	
CLO2	3	2	2	3		3	1	2	1	1	
CLO3	3	2	2	3		3	1	2	1	1	
CLO4	3	3	2	3		3	1	3	2	1	

Learning Resources

- Ali, M. A. (1966). *The Mughal nobility under Aurangzeb*. Asia Publishing House.
- Chandra, S. (1987). *Essays in medieval Indian economic history*. Munshiram Manoharlal
- Habib, I. (1963). *The agrarian system of Mughal India, 1556–1707*. Asia Publishing House.
- Mukhia, H. (1993). *Perspectives on medieval history*. Vikas Publishing House.
- Siddiqui, I. H. (2003). *Medieval India: Essays in intellectual thought and culture*.
- Stein, B. (1989). Eighteenth-century India: Another view. *Studies in History*, 5(1).
- https://onlinecourses.swayam2.ac.in/cec26_hs50
- https://onlinecourses.swayam2.ac.in/cec24_hs89

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	5

Entrepreneurship	1
Skill Enhancement	7
Communication Development	4
Indian Knowledge System	12
Environmental Awareness	1
Current Issues and Social Awareness	8
Gender Issues	1
Public policies	21

Introduction			
Name of Subject	History		
Semester	IV		
Nature of Course	Theory (Lecture + Tutorial)		
Nomenclature of the Course	Connected and Comparative Histories of Empires: Ottomans, Safavids and Mughals		
Course Code	26L6.5-HIS-412		
Course Level	500-599		
Course Type	DEC-9		
Pre-requisite for the course (if any)	Nil		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO1: Explain major historiographical approaches to the Ottoman, Safavid and Mughal Empires and compare their common heritage, political traditions, formation and decline. CLO2: Compare the political, administrative and military institutions of the three empires, including concepts of kingship, legitimacy and centre–periphery relations. CLO3: Analyse the economic structures, trade networks and patterns of commercial and inter-imperial exchange connecting the Ottoman, Safavid and Mughal worlds. CLO4: Evaluate the religious, intellectual and cultural traditions of the three empires, with particular reference to religious policies, Sufis and Ulema, historiography, art, architecture and painting.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u> The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

I	HISTORIOGRAPHY AND FORMATION OF EMPIRES • Historiographic setting and approaches to the study of the three empires—the ideas of ‘Gunpowder Empires’, ‘Islamic Empires’, ‘Patrimonial-Bureaucratic Empires’ and ‘Early Modern Empires’. • Common heritage and shared political traditions. • Brief historical sketches of the Ottoman, Safavid and Mughal Empires; formation, consolidation and decline.	CLO1	15
II	POLITICAL AND ADMINISTRATIVE STRUCTURES • Political, administrative and military institutions in the Ottoman, Safavid and Mughal Empires. • Centre, provinces and the relationship between core and periphery. • Legitimacy of monarchs and theories of kingship: comparative perspectives.	CLO2	15
III	ECONOMY, TRADE AND IMPERIAL CONNECTIONS • Economic structures of the Ottoman, Safavid and Mughal Empires. • Trade and commercial networks. • Inter-imperial trade, movement and exchange among the three empires and with the wider world.	CLO3	15
IV	IMPERIAL CULTURES AND CULTURAL CONNECTIONS • Historiographical traditions. • Religious policies and relations with non-Muslim subjects. • Sufis, Ulema and intellectual trends. • Art, architecture and painting: comparative traditions and cultural connections.	CLO4	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment: 30 Marks		End Term Examination: 70 Marks	
• Class Participation:		Written Examination: 70	
• Seminar/presentation/assignment/quiz/class test etc.:			
• Mid-Term Exam:			
Part C-Learning Resources			

- Alam, M., & Subrahmanyam, S. (2008). Indo-Persian travels in the age of discoveries, 1400–1800. Cambridge University Press.
- Barkey, K. (2008). Empire of difference: The Ottomans in comparative perspective. Cambridge University Press.
- Cole, J. R. I. (1988). Roots of North Indian Shi'ism in Iran and Iraq: Religion and state in Awadh, 1722–1859. University of California Press.
- İnalcık, H. (1973). The Ottoman Empire: The classical age, 1300–1600. Weidenfeld & Nicolson.
- Khan, I. A. (2004). Gunpowder and firearms: Warfare in medieval India. Oxford University Press.
- Streusand, D. E. (2011). Islamic gunpowder empires: Ottomans, Safavids, and Mughals. Westview Press.
- खॉ, इक्तिदार आलम. (2008). मध्यकालीन भारत में बारूद और आग्नेयास्त्र. ओरिएंट ब्लैकस्वान।
- Khan Academy. (2017). Ottoman, Safavid and Mughal Empires [Video]. Khan Academy.

Mapping of (CLOs) to Programme Learning Outcomes

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	2	2	3	1	2	1	3	1	1	1
CLO ₂	3	2	2	3	1	3	1	2	1	1	1
CLO ₃	3	2	2	3	1	3	1	2	1	1	1
CLO ₄	3	3	2	3	1	3	1	3	2	1	1

Content Mapping with NEP thrust areas

Field	Hours devoted
Employability	
Entrepreneurship	
Skill Enhancement	
Communication Development	
Indian Knowledge System	7
Environmental Awareness/SDGs	
Current Issues and Social Awareness	6
Gender issues	
Public policies	
Any Other	

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Society and culture of India (1526-1757)			
Course Code	26L6.5-HIS-410			
Course Level	500-599			
Course Type	DEC-10			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain Babur's description of Indian social life and analyse the social structure of Mughal India with special reference to the ruling class, middle class, peasantry, women, and gender relations. CLO2: Examine the Bhakti movement in Mughal India through the teachings of Dadu Dayal, Tulsidas, and Meerabai, and assess its impact on Indian society. CLO3: Analyse the major Sufi silsilahs such as the Qadri and Naqshbandi orders, the concept of Tauhid-i-Ilahi, and the relationship between the Mughal state and the ulema. CLO4: Evaluate the evolution of Akbar's religious ideas from orthodoxy to liberalism, including Sulh-i-Kul, and examine the role of Muslim orthodoxy in relation to the Mughal state in the sixteenth and seventeenth centuries.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Babur's description of the social life of India 1. Social Structure a) Ruling class b) Middle class c) Peasantry 2. Women and Gender Relations	1	15
Unit-2	Bhakti Movement a) Radical-Dadu Dayal b) Woman Bhakta-Meerabai c) ITraditionalist-Tulsidas d) mpact of Bhakti Movement on Indian Society	2	15
Unit-3	1. Sufism Silsilahs a) Qadri b) Naqshbandi c) Tawhid-i-Ilahi 2. State and the Ulemas	3	15
Unit-4	1. Evolution of Akbar's Religious Ideas a) From Orthodoxy to Liberalism b) Sulh-i-Kul 2. Muslim Orthodoxy and the Mughal state in the 16th and 17th Century	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class tests etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3		3	1	2	1	1	
CLO2	3	2	2	3		3	1	3	1	1	
CLO3	3	2	2	3		3	1	3	1	1	
CLO4	3	3	2	3		3	1	3	2	1	

Learning Resources

- Altekar, A. S. (1962). *The position of women in Hindu civilization: From prehistoric times to the present day*. Motilal Banarsidass.
- Athar Ali, M. (1966/1997 ed.). *The Mughal nobility under Aurangzeb*. Oxford University Press / Asia Publishing House.
- Chandra, S. (1997). *Historiography, religion and state in medieval India*. Har-Anand Publications.
- Khan, I. A. (1975). The middle classes in the Mughal Empire. *Presidential Address, Indian History Congress*. Majumdar, A. K. (1965). *Bhakti renaissance*. Bharatiya Vidya Bhavan.
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- https://onlinecourses.swayam2.ac.in/cec26_hs50
- https://onlinecourses.swayam2.ac.in/cec24_hs89
- https://onlinecourses.swayam2.ac.in/cec25_hs21

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	1
Skill Enhancement	6
Communication Development	4
Indian Knowledge System	18
Environmental Awareness	1
Current Issues and Social Awareness	10
Gender Issues	6
Public policies	10

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Economic History of India (1526-1757)			
Course Code	26L6.5-HIS-415			
Course Level	500-599			
Course Type	DEC-11			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the Mughal land revenue system with reference to magnitude, methods of assessment, mode of payment, rural taxes and exactions, and analyse the categories of peasants and the structure of the village community. CLO2: Examine the jagir system, its crisis, agrarian crisis, ijara system, and madad-i-maash grants as important features of Mughal agrarian administration and rural economy. CLO3: Analyse the potentialities of capitalist development under the Mughals with special reference to usury, the dadni system, and the role of the cash nexus in the agrarian and commercial economy. CLO4: Evaluate the development of industries, mineral resources, inland and external trade, centres of large-scale production, and Euro-Indian trade with special reference to merchants and brokers in Mughal India.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	a) Land Revenue System : Magnitude : Methods of Assessment, Mode of Payment; Other Rural Taxes and Exaction b) Categories of Peasants c) Village Community	1	15
Unit-2	a) Jagir System and its crisis b) Agrarian Crisis c) Ijara System d) Madad-i-Maash Grants	2	15
Unit-3	a) Potentialities of Capitalists Development under the Mughals b) Usuary c) Dadni System d) Role of Cash Nexus	3	15
Unit-4	a) Industries and Mineral Resources b) Trade and Commerce : Inland and External Trade c) Centres of Large Scale Production d) Euro-Indian Trade : Merchants and Brokers	4	15

Suggested Evaluation Methods

Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3		3	1	2	1	1	
CLO2	3	2	2	3		3	1	2	1	1	
CLO3	3	3	2	3		3	1	3	2	1	
CLO4	3	3	2	3		3	1	3	2	1	

Learning Resources

- Chaudhuri, K. N. (1975). *The trading world of Asia and the English East India Company, 1660–1760*. Cambridge University Press.
- Chaudhury, S. (1975). *Trade and commercial organization in Bengal, 1650–1720*. Firma K. L. Mukhopadhyay.
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- Grover, B. R. (1978). Nature of land rights in Mughal India. *The Indian Economic and Social History Review*, 15(1).
- Subrahmanyam, S. (Ed.). (1990). *Merchants, markets and the state in early modern India*. Oxford University Press.
- सक्सेना, आर. के. (1996). *मध्यकालीन भारत के आर्थिक पहलू*. राजस्थान हिंदी ग्रंथ अकादमी.
- हबीब, इरफान. (सम्पा.). (1981–2003). *मध्यकालीन भारत* (खंड 1–8). राजकमल प्रकाशन.
- https://onlinecourses.swayam2.ac.in/cec26_hs50
- https://onlinecourses.swayam2.ac.in/cec24_hs89
- https://onlinecourses.swayam2.ac.in/ini25_hs44

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	6
Entrepreneurship	3
Skill Enhancement	8
Communication Development	4
Indian Knowledge System	10
Environmental Awareness	3
Current Issues and Social Awareness	7
Gender Issues	1
Public policies	18

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Trade and commerce in Medieval India			
Course Code	26L6.5-HIS-416			
Course Level	500-599			
Course Type	DEC-11			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the revival of long-distance trade and analyse its impact on the Indian Ocean world with reference to Jewish traders linked with the Cairo Geniza, Chinese trade, Rasulid Yemen, Al-Karimis, North Indian trade networks, and pre-modern world system debates. CLO2: Examine the entry of the Portuguese into the Indian Ocean trade, their notions of monopoly, and the mechanisms of control such as cartaz, armada, fortress, and cafila, along with the participation of European commercial groups and the evolving nature of global trade systems. CLO3: Analyse the role of native merchants, bankers, credit-givers, indigenous commercial companies, and mercantile collaborators in the political economy of medieval India, and assess the commodity circulation and European company trade of the Dutch, English, and French. CLO4: Evaluate the changing character of trade in medieval India through Bhakti and Sufi movement channels, transport and communication systems, security mechanisms, production centres, terrestrial routes, orientation toward global markets, and the potentialities for capitalist development.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	Revival of Long-distance trade – Its impact on the Indian Ocean- Jewish traders linked with the Geniza of Cairo- Chinese Trade- India and the Mercantile and Religious networks of the Rasulids of Yemen- Al-Karimis- Janet Abu Lughod and Perceptions of Pre-Modern world system- Networks of trade in North India	1	15
Unit-2	Entry of the Portuguese- Notions of Monopoly trade – Control Systems of cartaz, armada, fortress and cafila- Participation of the Germans and Italians in IndoPortuguese trade-Smuggling and piracy – Nature and composition of Commercial Company of the Portuguese- Nature of the evolving global trade systems	2	15
Unit-3	Native Merchants, bankers and credit-givers- Emergence of New – moneyed groups Political economy- Nature of Commodity circulation, Company trade of the Dutch and the English versus the French- Contestations and Political assertions-Formation of Indigenous Commercial companies and role of native mercantile capital - Local mercantile collaborators – From spices to textiles Commodity composition- How Indian trade changed the consumption culture of Europe	3	15
Unit-4	Trade through the movement-channels of Bhakti and Sufis- Evolution of new lines of Transport and communication in north India – Security bolstering Mechanisms Changing character of trade – Commodities - Production centres and terrestrial routes-Orientation towards global markets- Were there potentialities for capitalistic development	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3		3	1	3	1	1	
CLO2	3	2	2	3		3	1	3	1	1	
CLO3	3	3	2	3		3	1	3	2	1	
CLO4	3	3	2	3		3	1	3	2	1	

Learning Resources
- Habib, I. (1969). Potentialities of capitalistic development in the economy of Mughal India. <i>The Journal of Economic History</i>, 29(1). - Jacob, H. S. (2000). <i>The rajas of Cochin, 1663–1720: Kings, chiefs and the Dutch East India Company</i>. Manohar. - Mathew, K. S. (1983). <i>Portuguese trade with India in the sixteenth century</i>. Manohar. - Subrahmanyam, S. (1993). <i>The Portuguese empire in Asia, 1500–1700: A political and economic history</i>. Longman. - हबीब, इरफान. (2002). भारतीय इतिहास में मध्यकाल. ग्रंथ शिल्पी। - सक्सेना, आर. के. (1996). मध्यकालीन भारत के आर्थिक पहलू, राजस्थान हिंदी ग्रंथ अकादमी। - शर्मा, जी. डी. (1992). मध्यकालीन भारत की राजनीतिक, सामाजिक एवं आर्थिक संस्थाएँ. राजस्थान हिंदी ग्रंथ अकादमी। - हबीब, इरफान (सम्पा.). (1981–2003). मध्यकालीन भारत (खंड 1–8). राजकमल प्रकाशन। https://onlinecourses.swayam2.ac.in/e-learning/preview/cec26_hs50 https://onlinecourses.swayam2.ac.in/cec24_hs89 https://onlinecourses.swayam2.ac.in/cec20_hs27

Content Mapping with NEP thrust areas	
Field	Hours Devoted
Employability	6
Entrepreneurship	5
Skill Enhancement	7
Communication Development	4
Indian Knowledge System	9
Environmental Awareness	1
Current Issues and Social Awareness	6
Gender Issues	1
Public policies	21

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Religious movements in Medieval India			
Course Code	26L6.5-HIS-417			
Course Level	500-599			
Course Type	DEC-12			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the growth of Vaishnava bhakti traditions in medieval India with special reference to Vallabhacharya in Rajasthan and Gujarat, and analyse Mirabai's contribution as a voice of female protest within the bhakti tradition. CLO2: Examine the religious beliefs and practices of Sunnis and Shias in medieval India, and assess the role of Islam in shaping religious and social life during the medieval period. CLO3: Analyse the major Sufi orders in medieval India—Chishtis, Suhrawardis, Qadiris, and Naqshbandis—and evaluate their teachings, practices, and socio-cultural impact. CLO4: Evaluate the ideas and social outlook of medieval saints and reformers such as Kabir, Ravidas, Dadu, and Guru Nanak to Guru Gobind Singh, and explain the formation of Kabir-Panth, Dadu-Panth, and the Sikh movement in medieval India.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	Early Movements: Shaivism and its features: Principles and Development of Shaiv Sidhanta, Shaktism Main features of Sri Vaishnavism; Evolution of Rama Bhakti.	1	15
Unit-2	Emergence of Gaudhiya Vaishnavism in Bengal The Vallabhacharya in Rajasthan and Gujrat Mirabai- A voice of female protest in bhakti tradition.	2	15
Unit-3	Islam in Medieval India: The religious beliefs and practices of Sunnis Beliefs and Practices of the Shias Sufis orders: Chishtis, Suhrawardis, Qadaris, Naqashbandis.	3	15
Unit-4	The Saints and the Sikhs: Kabir, his social outlook, formation and development of Kabir-Panth; Philosophy of Sant Ravidas; Dadu and Dadu- Panth; The Sikh Movement- Guru Nanak to Guru Gobind Singh.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3		2	1	2	1	1	
CLO2	3	2	2	3		2	1	2	1	1	
CLO3	3	2	2	3		3	1	2	1	1	
CLO4	3	2	2	3		3	1	2	1	1	

Learning Resources

- Grewal, J. S. (1993). *The Sikhs of the Punjab*. Cambridge University Press.
- Grewal, J. S. (2006). *Religious movements and institutions in medieval India*. Oxford University Press.
- O'Connell, J. T. (1999). *Organisational and institutional aspects of Indian religious movements*. Indian Institute of Advanced Study.
- Vaudeville, C. (1999). *Myths, saints and legends in medieval India*. Oxford University Press.
- Vaudeville, C. (1997). *A weaver named Kabir*. Oxford University Press / India Book House.
- चन्द्र, सतीश. (1997). इतिहासलेखन, धर्म और मध्यकालीन भारत में राज्य (हिंदी संस्करण). हर-आनंद पब्लिकेशन्स।
- हबीब, इरफान (सम्पा.). (1981–2003). मध्यकालीन भारत (खंड 1–8). राजकमल प्रकाशन।
- शोभा, सावित्री चन्द्रा. (1983). समाज और संस्कृति: सूर, तुलसी व दादू के संदर्भ में. राजकमल प्रकाशन।
- https://onlinecourses.swayam2.ac.in/e-learning/preview/cec23_hs48
- https://onlinecourses.nptel.ac.in/e-learning/preview/noc24_hs158
- https://onlinecourses.swayam2.ac.in/e-learning/preview/cec26_hs50

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	2
Skill Enhancement	6
Communication Development	4
Indian Knowledge System	24
Environmental Awareness	1
Current Issues and Social Awareness	7
Gender Issues	4
Public policies	8

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Art and Architecture in Mughal India			
Course Code	26L6.5-HIS-418			
Course Level	500-599			
Course Type	DEC-12			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Explain the major phases and stylistic features of Mughal architecture from Akbar to Aurangzeb, with special reference to Fatehpur Sikri, the crystallization of the Mughal style, and decorative elements such as pietra dura, jali work, and ceramic art. CLO2: Analyse the development of painting in North India before 1540 and trace the establishment of the Shahi Qalam, the emergence of new artistic traditions under Jahangir, and the influence of European techniques and themes on Mughal painting. CLO3: Evaluate the growth of local and regional artistic traditions, especially Rajput painting, and examine the interaction of architecture, painting, dance, and music within the broader cultural world of medieval India. CLO4: Assess the characteristics, themes, and stylistic distinctions of Pahari painting traditions, with special reference to Kangra, Basohli, and Garhwal schools, and their place in the history of Indian art.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
Unit-1	Early phases of Mughal Architecture; Akbar's buildings at Fatehpur Sikri; Elements of change under Jahangir; Crystallisation of Mughal style under Shah Jahan; Islamization of architecture under Aurangzeb; Building decoration: Pietra Dura, Lattice work (Jali) and Ceramic Art.	1	15
Unit-2	Painting in North India before 1540; Establishment of Shahi Qalam; Emergence of new tradition under Jahangir; Response to European techniques and themes.	2	15
Unit-3	Growth of local styles: The dominance of Rajput painting; Fort, dance and music. Asiatic and Indian Influence.	3	15
Unit-4	Pahari Paintings: Kangra, Basoli, and Garhwal.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	3		2	1	2	1	1	
CLO2	3	2	2	3		2	1	2	1	1	
CLO3	3	2	2	3		3	1	2	1	1	
CLO4	3	2	2	3		2	1	2	1	1	

Learning Resources

- Ahmed, A. (2000). *Studies in Islamic culture in the Indian environment* (1st ed. published 1963). Oxford University Press.
- Brown, P. (1924). *Indian painting under the Great Mughals, A.D. 1550 to A.D. 1750*. Clarendon Press.
- Sharma, S. (2005). *Painting the Mughal experience*. Oxford University Press.
- Coomaraswamy, A. K. (1916). *Rajput painting*. Oxford University Press.
- Majumdar, R. C. (Ed.). (1980). *The history and culture of the Indian people* (Vol. 7). Bharatiya Vidya Bhavan.
- चन्द्र, सतीश. (1997). मध्यकालीन भारत: सल्तनत से मुगलों तक (भाग 1). हर-आनंद पब्लिकेशन्स।
- हबीब, इरफान (सम्पा.). (1981–2003). मध्यकालीन भारत (खंड 1–8). राजकमल प्रकाशन।
- शर्मा, जी. डी. (1992). मध्यकालीन भारत की राजनीतिक, सामाजिक एवं आर्थिक संस्थाएँ. राजस्थान हिंदी ग्रंथ अकादमी।
- https://onlinecourses.swayam2.ac.in/e-learning/preview/cec25_hs21
- https://onlinecourses.swayam2.ac.in/e-learning/preview/cec24_hs89

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	2
Skill Enhancement	7
Communication Development	4
Indian Knowledge System	24
Environmental Awareness	2
Current Issues and Social Awareness	5
Gender Issues	2
Public policies	10

Introduction					
Subject		History - PG			
Semester		IV			
Course Composition		Theory (Theory + Tutorial)			
Nomenclature of the Course		Pol. Hist. of India (1757-1960)-II			
Course Code		26L6.5-HIS-419			
Course Level		500-599			
Course Type		DEC-9			
Pre-requisites for the course (if any)		Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:		CLO1: Students will be able to explain the administrative structure of the colonial state at the district, provincial, and central levels and analyze the functions of the major arms of the state, including the army, law, police, and civil services. CLO2: Students will be able to examine British relations with Indian princely states through various political strategies and evaluate the significance of the Afghan policy, including the Anglo-Afghan Wars, in the consolidation of British power. CLO3: Students will be able to analyze the evolution and objectives of the foreign policy of the colonial state and assess its implications for British relations with the North-West Frontier, Persia, the Persian Gulf, and Tibet. CLO4: Students will be able to evaluate the process of integration of princely states into the Indian Union and analyze India's post-independence vision, foreign policy, and role in the Non-Aligned Movement.			
		Theory (Th)		Practical (P)	Total
		Lecture (L)	Tutorial (T)		
Credits		4	0	0	4
Teaching hours per week		4	0	0	4
Internal Assessment Marks (Th+P=Total)		30		0	30
End Term Exam Marks		70		0	70
Max. Marks		100		0	100
Examination Duration (in Hours)		3 Hours		NA	3 Hours
Contents of the Course					
Instructions for Examiner:					
Theory:					
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.					
Unit	Topics			CLO(s)	Contact Hours

Unit-1	Administrative Structure: a. District Administration b. Provincial Administration c. Central Administration Arms of the State: a. Army b. Law c. Police d. Civil Services	1	15
Unit-2	Relations with Indian States: a. Policy of Ring Fence b. Policy of Subordinate Isolation c. Policy of Subordinate Union Afghan Policy: a. First Afghan War b. Policy of Masterly Inactivity c. Second Afghan War	2	15
Unit-3	Foreign Policy of the Colonial State: a. Compulsions b. Evolution Foreign Affairs: a. North-West Frontier Policy b. Persia and Persian Gulf Policy c. Tibet Policy	3	15
Unit-4	Indian Union and Princely States: a. Problem of Integration b. Integration with India Independent India: a. Visions of New India b. India and the World: Non-Aligned Movement	4	15

Suggested Evaluation Methods

Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class tests etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	2	1	2		2		2	
CLO2	3	3	2	2		2		2		2	

CLO3	3	3	3	2	1	2		2		2	
CLO4	3	3	3	2	1	3		2	1	2	1

Learning Resources

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Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	1
Skill Enhancement	4
Communication Development	2
Indian Knowledge System	3
Environmental Awareness	1
Current Issues and Social Awareness	3
Gender Issues	1
Public policies	5

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	History of Contemporary India (1947-2000)			
Course Code	26L6.5-HIS-422			
Course Level	500-599			
Course Type	DEC-10			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the historical circumstances of the Partition of India, the framing of the Constitution, the establishment of the Republic, and the integration of the Princely States. CLO2: Students will be able to analyze the process of state reorganization, the national language debate, the evolution of political parties, and major political developments in post-independence India. CLO3: Students will be able to evaluate the economic policies and developmental strategies of independent India, including economic planning, industrialization, land reforms, the Green Revolution, and changes in agrarian and rural society. CLO4: Students will be able to critically assess the major socio-economic and political challenges of contemporary India, including poverty, illiteracy, demographic changes, communalism, and the impact of liberalization and globalization.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
Unit-1	a) Partition legacies; migration and resettlement. b) The making of the Constitution and establishment of the Republic. c) The integration of the Princely states.	1	15
Unit-2	a) Reorganization of the states. b) The issue of National Language. c) Political parties and major political developments.	2	15
Unit-3	a) Economic planning and the model of mixed economy. b) Industrialization and growth of capitalism. c) Land reforms and agrarian class structure; Green Revolution and capitalism in agriculture; rural labour and migration.	3	15
Unit-4	a) Poverty and illiteracy; demographic trends. b) Communalism and religious identities. c) Liberalization and globalization.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	2	1	2		2	2	2	1
CLO2	3	3	2	3	2	3	1	2	2	2	2
CLO3	3	3	2	3	2	3	2	2	2	2	2
CLO4	3	3	3	3	2	3	2	3	3	3	2

Learning Resources

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Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	1
Skill Enhancement	6
Communication Development	4
Indian Knowledge System	5
Current Issues and Social Awareness	5
Gender Issues	2
Public policies	3

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Society & Culture of India (1757-1947)-II			
Course Code	26L6.5-HIS-421			
Course Level	500-599			
Course Type	DEC-10			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the emergence of new social classes in colonial India and analyze the concepts of tradition and modernity and their role in the process of social transformation. CLO2: Students will be able to examine the causes, nature, and major features of the Indian Cultural Renaissance and assess the contributions of Raja Ram Mohan Roy, the Brahmo Samaj, the Ramakrishna Mission, and the Theosophical Society to socio-religious reform. CLO3: Students will be able to describe the objectives and activities of the Wahabi, Arya Samaj, and Aligarh movements and evaluate their impact on religious reform, education, and the socio-political development of Indian Muslims. CLO4: Students will be able to analyze the rise and growth of the Depressed Class Movement, examine the problem of untouchability and measures for its amelioration, and evaluate the impact of British rule on Indian society in terms of continuity and change.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
Unit-1	1. New Classes a) Rise of New Classes b) Role of Middle Class in Modernization 2. Tradition and Modernity a) Concept b) Process	1	15
Unit-2	1. Indian Cultural Renaissance a) Causes and Nature b) Raja Ram Mohan Roy and Brahmo Samaj 2. Legacy of Cultural Renaissance a) Ramakrishna Mission b) Theosophical Society	2	15
Unit-3	1. Revivalist Movements a) Wahabi Movement b) Arya Samaj Movement 2. Aligarh Movement a) Sir Syed Ahmad Khan and the Aligarh Movement b) Role in Education c) Impact on Indian Muslims	3	15
Unit-4	1. Depressed Class Movement a) Its Rise and Growth b) Problem of Untouchability c) Factors for its Amelioration 2. British Rule and Indian Society a) Impact b) Continuity and Change	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes													
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PSO1	PSO2

CLO1	3	2	1							2		3	1
CLO2	3	3	2							2		3	2
CLO3	3	3	2	1						2		3	2
CLO4	3	3	3	2		1			1	2		3	2

Learning Resources

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Content Mapping with NEP thrust areas	
Field	Hours Devoted
Employability	4
Entrepreneurship	1
Skill Enhancement	6
Communication Development	4
Indian Knowledge System	5
Current Issues and Social Awareness	5
Gender Issues	2
Public policies	3

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Peasant and Labor Movement			
Course Code	26L6.5-HIS-422			
Course Level	500-599			
Course Type	DEC-9			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the historiography and sources of peasant resistance in colonial India and analyze the socio-economic conditions of peasants and tribal cultivators that led to the emergence of early agrarian and tribal movements. CLO2: Students will be able to examine the major peasant movements of colonial India and evaluate the role of peasant leaders, agrarian organizations, and Gandhian interventions in shaping rural resistance against colonial policies. CLO3: Students will be able to describe the process of industrial development in colonial India and assess the emergence, growth, and political consciousness of the industrial working class in response to national and international developments. CLO4: Students will be able to analyze the growth of trade unionism and labour movements in colonial India and evaluate the participation of industrial labour in the freedom struggle and ideological debates during the final phase of British rule.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours

Unit-1	a. Historiography and Sources of Peasant Resistance. b. Condition of Agriculture and Agriculturists on the Eve of the British Conquest of India. c. Early Tribal Cultivator Revolts; Indigo Revolt; Pabna Movement; Deccan Peasant Struggles; Moplah Revolts; and Kuka Movement.	1	15
Unit-2	a. Peasant Struggles under Satyashodhak Samaj; Champaran Satyagraha; Kheda Satyagraha; and Bardoli Satyagraha. b. Awadh Peasant Movement and Baba Ram Chander; Bijolia Kisan Movement; Formation of the All India Kisan Sabha; Role of Swami Sahjanand Saraswati and Indulal Yagnik; Tebhaga Movement; and Telangana Movement.	2	15
Unit-3	a. Industrial Development in India and the Emergence of the Capitalist Class and Working Class. b. Emergence of the Industrial Labour Force; Growth and Rise of Industrial Labour. c. Rise of Consciousness among Industrial Labour; Impact of the First World War on the Labour Movement; Impact of the Russian Revolution on Industrial Labour.	3	15
Unit-4	a. Formation of AITUC and Labour Movement in 1920; Great Economic Depression and its Impact; Meerut Conspiracy Case (1929); Congress Socialist Party and Labour Movement (1934–39). b. Industrial Labour and the Freedom Struggle: Industrial Labour in the Non-Cooperation Movement, Civil Disobedience Movement, Quit India Movement, INA Trials, and RIN Strike. c. Communist–Congress Conflict in the Trade Union Movement; Trade Union Movement from 1945–1947.	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	1			2		1	
CLO2	3	3	3	2	1			2	1	1	
CLO3	3	3	2	3	1			2		1	

CLO4	3	3	3	3	1			2	1	1	
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Learning Resources

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Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	6
Entrepreneurship	2
Skill Enhancement	6
Communication Development	4
Indian Knowledge System	2
Environmental Awareness	2
Current Issues and Social Awareness	8
Gender Issues	4
Public policies	6

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Indian National Movement (1920-1947)-II			
Course Code	26L6.5-HIS-416			
Course Level	500-599			
Course Type	DEC-9			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the emergence of mass movements under Mahatma Gandhi, examine the objectives and impact of the Non-Cooperation–Khilafat and Civil Disobedience Movements, and assess the British response to nationalist agitations. CLO2: Students will be able to describe the last phase of the revolutionary movement, analyze the aims and activities of the H.R.A. and H.S.R.A., and evaluate the role of socialist organizations, the Forward Bloc, and the Indian National Army in India's struggle for independence. CLO3: Students will be able to examine the background, activities, and significance of the Quit India Movement and assess the contribution of the States People's Conference and Praja Mandal Movements to the democratization of princely states. CLO4: Students will be able to analyze the growth of communal politics, the demand for Pakistan, and the role of the Muslim League, and evaluate the constitutional and political developments that led to the transfer of power and the Partition of India.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
Unit-1	1. Emergence of Mass Movements a) Rise of Gandhi and the Non-Cooperation–Khilafat Movement b) Swarajists: Programmes and Impact 2. Civil Disobedience Movement a) Aims, Social Composition, and Impact b) British Response: Communal Award and Round Table Conferences c) Government of India Act, 1935	1	15
Unit-2	1. The Last Phase of Revolutionary Movement a) Formation of H.R.A. and H.S.R.A. b) Aims and Activities c) Impact on the National Movement 2. Indian National Congress and Socialist Movement a) Congress Socialist Party b) Forward Bloc and I.N.A.	2	15
Unit-3	1. Quit India Movement a) Background b) Activities c) Impact 2. States People's Conference a) Emergence b) Praja Mandal Movements in Various Indian States	3	15
Unit-4	1. Communalism at Its Zenith a) Demand for Pakistan b) Growth of the Muslim League c) Partition of India 2. British Response: Transfer of Power a) Cripps Mission, 1942 b) Cabinet Mission, 1946 c) Mountbatten Plan, 1947	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	1						2	

CLO2	3	3	3	2						2	
CLO3	3	2	3	2		1			1	2	
CLO4	3	3	3	2		1			2	2	

Learning Resources

- Brown, J. M. (1972). *Gandhi's rise to power: Indian politics, 1915–1922*. Cambridge University Press.
- Chandra, B. (2019). *India's struggle for independence* (Revised ed.). Penguin Random House India.
- Desai, A. R. (1949). *Social background of Indian nationalism*. Popular Prakashan.
- Dutt, R. P. (1949). *India today*. People's Publishing House.
- Guha, R. (2022). *Makers of modern India* (New ed.). Penguin Books.
- Seal, A. (1968). *The emergence of Indian nationalism*. Cambridge University Press.
- ग़ोवर, बी. एल., एवं ग़ोवर, एस. (2022). *आधुनिक भारत का इतिहास*. एस. चन्द एंड कम्पनी.
- जैन, एम. एस. (2021). *आधुनिक भारत का इतिहास*. मैकमिलन इंडिया.
- मित्रल, एस. सी. (2020). *आधुनिक भारतीय इतिहास*. ओरिएंटल पब्लिशर्स.
- पणिकर, के. एम. (2017). *भारतीय रियासतें और भारत सरकार के साथ उनके संबंध* (हिंदी अनुवाद). राजकमल प्रकाशन.
- गुप्ता, डी. सी. (2021). *भारत की विदेश नीति*. राजस्थान हिंदी ग्रंथ अकादमी.
- Brown, J. M. (Instructor). (n.d.). *Indian national movement* [Video course]. NPTEL.
- <https://www.classcentral.com/course/youtube-indian-national-movement-474451>
- NPTEL. (n.d.). *NOC: Indian national movement* [Video course]. NPTEL.
- <https://www.digimat.in/nptel/courses/video/109106735/L08.html>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	4
Entrepreneurship	1
Skill Enhancement	6
Communication Development	4
Indian Knowledge System	3
Environmental Awareness	1
Current Issues and Social Awareness	5
Gender Issues	2
Public policies	5

Introduction			
Name of Subject		History - PG	
Semester		IV	
Nature of Course		Theory (Theory+Tutorial)	
Nomenclature of the Course		Rise and Growth of Colonialism in India	
Course Code		26L6.5-HIS-424	
Course Level		500-599	
Course Type		DEC-11	
Pre-requisite for the course (if any)		Nil	
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:		CLO1: Students will be able to explain the meaning and stages of colonialism, describe the structure of the colonial state, and understand different historical interpretations (historiography) of colonialism. CLO2: Students will be able to explain how colonial rule used language, law, and knowledge to establish control, and analyze the role of artefacts, antiquities, and art in the colonial project. CLO3: Students will be able to describe the growth of the Indian capitalist class, explain nationalist economic movements, and analyze the impact of colonialism on agriculture, trade, industry, and labour. CLO4: Students will be able to evaluate different debates on the impact of colonialism in India, examine the relationship between colonialism and ethnic identities, and assess the challenges of neo-colonialism in post-independence India.	
		Theory	Tutorial
Credits		4	0
Teaching Hours per week		4	0
Internal Assessment Marks		30	0
End Term Exam Marks		70	0
Max. Marks		100	0
Examination Duration (in Hours)	3		
Part B –Contents of the Course			
Instructions for Paper- Setter:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit		CLO/s Attempt	Contact Hours
I	Introduction to Colonialism: Colonial Structure & State; Stages of Colonialism; Historiography of Colonialism.	CLO ₁	15

II	Colonialism and forms of its knowledge: Language and Control; law and colonial state; objectification of Artefacts, Antiquities and Art	CLO ₂	15
III	The Indian Capitalist Class; The Nationalist Economic Agitation; Impact on Agriculture; Trade and Industry; Labour Colonialism.	CLO ₃	15
IV	Debates on the impact of Colonialism on India; Colonialism and Ethnic Identities in India; Danger of Neo-Colonialism after 1947.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
• Class Participation:	5	Written Examination:70	
• Seminar/presentation/assignment/quiz/ class test etc.:	10		
• Mid-Term Exam:	15		
Learning Resources			
• Bagchi, A. K. (2010). <i>Colonialism and Indian economy</i>. Oxford University Press. • Bagchi, A. K. (2019). <i>Merchants and colonialism</i>. Oxford University Press. • Bhattacharya, N. (2018). <i>The great agrarian conquest: The colonial reshaping of a rural world</i>. Permanent Black. • Chandra, B. (1978). <i>The rise and growth of economic nationalism in India</i>. People's Publishing House. • Chandra, B. (2006). <i>Essays on colonialism</i>. Orient Longman. (Original work published 1999) • Chandra, B. (2006). <i>Nationalism and colonialism in modern India</i>. Orient Longman. (Original work published 1979) • Cohen, B. J. (1973). <i>The question of imperialism: The political economy of dominance and dependence</i>. Macmillan. • Cohn, B. S. (1996). <i>Colonialism and its forms of knowledge: The British in India</i>. Princeton University Press. • Dalrymple, W. (2019). <i>The anarchy: The East India Company, corporate violence, and the pillage of an empire</i>. Bloomsbury. • Fieldhouse, D. K. (1981). <i>Colonialism: An introduction</i>. Weidenfeld and Nicolson. • Habib, I. (2007). <i>Essays in Indian history: Towards a Marxist perception</i>. Tulika Books. (Original work published 1995) • Loomba, A. (2007). <i>Colonialism/Postcolonialism</i> (2nd ed.). Routledge. • Tomlinson, B. R. (1993). <i>The economy of modern India, 1860–1970</i>. Cambridge University Press. • चन्द्र, बिपिन. (2021). <i>आधुनिक भारत</i>. ओरिएंट ब्लैकस्वान. • चन्द्र, बिपिन. (2018). <i>भारत का स्वतंत्रता संग्राम</i>. हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय. • ग्रोवर, बी. एल., & ग्रोवर, एस. (2022). <i>आधुनिक भारत का इतिहास</i>. एस. चाँद एंड कंपनी. • हबीब, इरफान. (2016). <i>भारतीय इतिहास में औपनिवेशिकता और राष्ट्रवाद</i>. तुलिका बुक्स. • मिश्र, पी. एन. (2015). <i>आधुनिक भारत का इतिहास</i>. उत्तर प्रदेश हिंदी संस्थान.			

- <https://www.britannica.com/topic/Western-colonialism>
- <https://youtu.be/nK8jFTxgyPA?si=ViWHOAQrdyQni9R4>
- <https://youtu.be/nK8jFTxgyPA?si=ViWHOAQrdyQni9R4>
- https://youtu.be/g739dCwq0kk?si=H_8Bq5ZZxwhiEOqw

Mapping of (CLOs) to Programme Learning Outcomes

CLOs	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PSO ₁	PSO ₂
CLO ₁	3	2	2	1	-	2	1	2	2	1	-	3	2
CLO ₂	3	3	2	2	-	3	1	3	2	2	-	3	3
CLO ₃	3	2	2	3	-	3	1	2	2	2	1	3	3
CLO ₄	3	3	3	3	1	3	2	3	3	3	2	3	3

Content Mapping with NEP thrust areas

Field	Content/s
Employability	8
Entrepreneurship	4
Skill Enhancement	6
Communication Development	3
Indian Knowledge System	5
Environmental Awareness/SDGs	3
Current Issues and Social Awareness	7
Gender issues	2
Public policies	6
Any Other	3

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	History of Education during Colonial India			
Course Code	26L6.5-HIS-425			
Course Level	500-599			
Course Type	DEC-12			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the historiographical approaches to colonial education and analyze the nature of indigenous education in late eighteenth- and early nineteenth-century India, along with the influence of Orientalist, Anglicist, and Evangelical ideologies on early colonial educational policy. CLO2: Students will be able to examine the objectives and dynamics of colonial education and evaluate its impact on curriculum, culture, teacher identity, and the formation of the colonial educated citizen. CLO3: Students will be able to analyze the major educational policies, commissions, and debates under British rule, including the Macaulay Minute, Wood's Dispatch, Hunter Commission, Indian Universities Commission, Sadler Commission, Hartog Committee, and the movement for compulsory education. CLO4: Students will be able to assess the educational ideas and contributions of nationalist thinkers and reformers, including Jyotiba Phule, Savitribai Phule, Aurobindo Ghosh, Mahatma Gandhi, and Madan Mohan Malaviya, in shaping alternative models of education in colonial India.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course
Instructions for Examiner: Theory: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO(s)	Contact Hours
Unit-1	Historiographical Approaches to Education during Colonial India a. Historiographical Perspectives b. Indigenous Education in the Late Eighteenth and Early Nineteenth Centuries Influences on Early Colonial Educational Policy a. Orientalists b. Anglicists c. Evangelists	1	15
Unit-2	Dynamics of Colonial Education: a. Colonial Citizen as an Educational Ideal b. Conflict between Curriculum and Culture c. The Paradox of Teacher's Personality	2	15
Unit-3	1. Educational Policy and Demand under Colonial rule: Major Educational Policies and Commissions a. Macaulay's Minute (1835) b. Downward Filtration Theory c. Wood's Educational Dispatch (1854) d. Hunter Commission (1882) e. Indian Universities Commission (1902) f. Sadler Commission (1917–1919) g. Hartog Committee (1929) 2. Compulsory Education Debate	3	15
Unit-4	Nationalist Quest for Education: a. Jyotiba Phule and Savitribai Phule b. Aurobindo Ghosh c. Mahatma Gandhi and Nai Talim (Basic Education) d. Madan Mohan Malaviya and the Case of Banaras Hindu University	4	15

Suggested Evaluation Methods											
Internal Assessment: 30				TH-30	PR-0	End Term Examination: 70			TH-70	PR-0	
Class Participation				5	NA	Written Examination			70	NA	
Seminar/presentation/assignment/quiz/class test etc.				10	NA	Lab record			NA	NA	
Seminar/Demonstration/Viva-voce/Lab records etc.				NA	NA	Viva-Voce			NA	NA	
Mid-Term Exam(s)				15	NA	Write-up and execution of the practical			NA	NA	
Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	1			2	2	2			
CLO2	3	3	2			2	3	2			

CLO3	3	3	2	1		2	2	2	1		
CLO4	3	3	3	1		3	3	2	2	1	

Learning Resources

- Ajit Mondal. (2017). Free and compulsory primary education in India under the British Raj: A tale of an unfulfilled dream. *SAGE Open*, 7(3), 1–12.
- Basu, A. (1974). *The growth of education and political development in India, 1898–1920*. Oxford University Press.
- Kumar, K. (1990). *Raj, samaj aur shiksha* (2nd ed.). Rajkamal Prakashan. (In Hindi).
- Kumar, K. (2014). *Politics of education in colonial India*. Routledge.
- Omvedt, G. (1971). Jotirao Phule and the ideology of social revolution in India. *Economic and Political Weekly*, 6(37), 1969–1978.
- Sarangapani, P. M., & Pappu, R. (Eds.). (2021). *Handbook of education systems in South Asia*. Routledge.
- Rao, P. V. (2025). *Beyond Macaulay: Education in India, 1780–1860* (2nd ed.). Routledge India
- Mondal, A. (2017). Free and compulsory primary education in India under the British Raj: A tale of an unfulfilled dream. *SAGE Open*, 7(3), 1–12.
- Kumar, D., Bara, J., Khadria, N., & Gayathri, C. R. (Eds.). (2013). *Education in colonial India*. Manohar Publishers & Distributors.
- शर्मा, रा. न. (2019). *भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ*. सुरजीत पब्लिकेशन्स.
- अग्रवाल, जे. सी. (2022). *भारत में शिक्षा का विकास एवं समस्याएँ*. शिप्रा पब्लिकेशन्स.
- सिंह, बी. एन. (2017). *भारतीय शिक्षा का इतिहास*. यूनिवर्सिटी पब्लिकेशन.
- गांधी, मोहनदास करमचन्द. (2015). *नई तालीम*. नवजीवन प्रकाशन. (मूल कृति 1937 में प्रकाशित)
- मालवीय, मदन मोहन. (2011). *शिक्षा और राष्ट्र निर्माण*. प्रभात प्रकाशन.
- e-PG Pathshala. (n.d.). *History of education in colonial India* [E-learning module]. Ministry of Education, Government of India. Retrieved from <https://epgp.inflibnet.ac.in/>
- SWAYAM. (n.d.). *Education and society in modern India* [MOOC]. Ministry of Education, Government of India. Retrieved from <https://swayam.gov.in/>
- DELED Institute. (2024). *The fight for universal education in colonial India: Gokhale to Gandhi* [Video lecture]. Retrieved from <https://deled.institute/contemporary-indian-society-education/universal-education-colonial-india-gokhale-gandhi/>

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	2
Entrepreneurship	1
Skill Enhancement	3
Communication Development	2
Indian Knowledge System	5
Environmental Awareness	1
Current Issues and Social Awareness	3
Gender Issues	2

Introduction				
Subject	History - PG			
Semester	IV			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	History of Constitutional Development			
Course Code	26L6.5-HIS-426			
Course Level	500-599			
Course Type	DEC-12			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1: Students will be able to explain the significance of the Regulating Act of 1773, Pitt's India Act of 1784, and the Charter Act of 1793 and analyze their role in establishing British administrative and constitutional control in India. CLO2: Students will be able to examine the provisions of the Charter Acts of 1813, 1833, and 1853 and evaluate their impact on the political, administrative, and economic transformation of colonial India. CLO3: Students will be able to describe the constitutional changes introduced by the Government of India Act, 1858, Queen Victoria's Proclamation, and the Indian Councils Act, 1861 and assess their significance in the transition from Company rule to Crown rule in India. CLO4: Students will be able to analyze the major constitutional reforms and political initiatives, including the Government of India Act, 1935, Simon Commission, Cripps Mission, Wavell Plan, Cabinet Mission Plan, Mountbatten Plan, and the Indian Independence Act, 1947, and evaluate their contribution to India's attainment of independence.			
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	4	0	0	4
Teaching hours per week	4	0	0	4
Internal Assessment Marks (Th+P=Total)	30		0	30
End Term Exam Marks	70		0	70
Max. Marks	100		0	100
Examination Duration (in Hours)	3 Hours		NA	3 Hours

Contents of the Course			
Instructions for Examiner:			
Theory:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO(s)	Contact Hours
Unit-1	a) Regulating Act of 1773 b) Pitt's India Act of 1784 c) Charter Act of 1793	1	15
Unit-2	a) Charter Act of 1813 b) Charter Act of 1833 c) Charter Act of 1853	2	15
Unit-3	a) The Government of India Act, 1858 b) Queen Victoria's Proclamation c) The Indian Councils Act, 1861	3	15
Unit-4	a) The Government of India Act, 1935 b) Simon Commission; Cripps Mission; Wavell Plan; Cabinet Mission Plan; Mountbatten Plan c) Indian Independence Act, 1947	4	15

Suggested Evaluation Methods					
Internal Assessment: 30	TH-30	PR-0	End Term Examination: 70	TH-70	PR-0
Class Participation	5	NA	Written Examination	70	NA
Seminar/presentation/assignment/quiz/class test etc.	10	NA	Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.	NA	NA	Viva-Voce	NA	NA
Mid-Term Exam(s)	15	NA	Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	1							1	
CLO2	3	3	2							1	
CLO3	3	2	2	1						1	
CLO4	3	3	3	2		1				1	

Learning Resources

- Austin, G. (1999). *The Indian constitution: Cornerstone of a nation*. Oxford University Press.
- Basu, D. D. (2024). *Introduction to the Constitution of India*. LexisNexis
- Kashyap, S. C. (2021). *Our Constitution and constitutional history of India*. National Book Trust
- Khosla, M. (2020). *India's founding moment: The Constitution of a most surprising democracy*. Harvard University Press.
- Kumar, A. (2022). *Constitutionalism in India: Foundations and contemporary debates*. Routledge.
- Verma, S. K. (2022). *Constitutional development and national movement in India*. Sage Publications.
- Sarkar, S. (2019). *Modern India: 1885–1947* (Revised ed.). Macmillan.
- Bandopadhyay, S. (2022). *From Plassey to Partition and after: A history of modern India* (3rd ed.). Orient BlackSwan.
- Roy, T. (2020). *How British rule changed India: The paradox of the Raj*. Penguin Random House India.
- कश्यप, सुभाष सी. (2021). *भारत का संविधान और संवैधानिक विधि*. नेशनल बुक ट्रस्ट, इंडिया.
- चन्द्र, बिपिन. (2018). *भारत का स्वतंत्रता संघर्ष*. हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय.
- ग्रोवर, बी. एल., एवं ग्रोवर, एस. (2021). *आधुनिक भारत का इतिहास*. एस. चन्द एंड कंपनी.
- सिंह, एम. पी., एवं सिंह, रेखा. (2022). *भारतीय संविधान एवं राष्ट्रीय आंदोलन*. पियर्सन इंडिया.
- जैन, एम. पी. (2020). *भारतीय संवैधानिक इतिहास*. लेक्सिसनेक्सिस.
- Civilsdaily IAS. (2023, April 11). *Historical development of Indian Constitution (1773–1947) | High probability topic for prelims 2023* [Video]. YouTube. YouTube Video
- EduRev. (n.d.). *Historical development of the Constitution of India (1773–1784)* [Video]. EduRev. EduRev Constitutional History Series

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability	5
Entrepreneurship	1
Skill Enhancement	5
Communication Development	4
Indian Knowledge System	2
Environmental Awareness	1
Current Issues and Social Awareness	5
Gender Issues	1
Public policies	6

Introduction			
Name of Subject	History - PG		
Semester	Semester 4		
Nature of Course	Theory (Lecture + Tutorial)		
Nomenclature of the Course	Content Development for Historical Films, TV Shows and Media		
Course Code	26L6.5-HIS-427		
Course Type	500-599		
Course Level	EEC		
Pre-requisite for the course (if any)	Nil		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO ₁	Develop stories and programmes based on historical data	
	CLO ₂	Inculcate a connection between academic and vocational aspects of History	
	Theory	Practical	Total
Credits	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Duration (in Hours)	2		
Part B- Contents of the Course			
Instructions for Paper- Setter: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO/s Attempt	Contact Hours
I	i) Types of media: Internet, TV, Film ii) History and Media Content Development	1	15
II	Approaches to Historical Content: Documentaries, Historical Fiction.	2	15
	Total Contact hours		30
Evaluation Methods			
Internal Assessment: 15 Marks		End Term Examination: 35 Marks	
• Class Participation:	5	Written Examination: 35	
• Seminar/presentation/assignment/quiz/class test etc.:	5		
• Mid-Term Exam:	5		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/ Learning Management Systems (LMS):			
Instructions • Cullen, Jim. 2012. <i>Essaying the Past: How to Read, Write and Think about History</i>. Newark: Wiley Blackwell. • Das, Trisha. 2007. <i>How to Write a Documentary Script</i>. Delhi: Public Service Broadcasting Trust. • Shyam Benegal, 1988-89. <i>Bharat Ek Khoj</i> (TV series). Delhi: Doordarshan India Web Resources: • Archive.org website https://archive.org/ • National Digital Library of India https://ndl.iitkgp.ac.in/ • Project Gutenberg, https://www.gutenberg.org/ • YouTube			

Mapping of (CLOs) to Programme Learning Outcomes											
CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	2	2	3	2	3	2	1	2	3	3	2
CLO ₂	3	3	3	3	3	3	1	3	2	2	2

Content Mapping with NEP thrust areas	
Field	Hours devoted
Employability	30
Entrepreneurship	30
Skill Enhancement	5
Communication Development	
Indian Knowledge System	
Environmental Awareness/SDGs	
Current Issues and Social Awareness	
Gender issues	
Public policies	
Any Other	

Introduction				
Subject	History - PG			
Semester	Semester 4			
Course Composition	Theory (Theory + Tutorial)			
Nomenclature of the Course	Research Ethics			
Course Code	24L6.5-EEC-RPE-400			
Course Level	500-599			
Course Type	EEC			
Pre-requisites for the course (if any)	Nil			
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:				
	Theory (Th)		Practical (P)	Total
	Lecture (L)	Tutorial (T)		
Credits	2	0	0	2
Teaching hours per week	2	0	0	2
Internal Assessment Marks (Th+P=Total)	15		0	15
End Term Exam Marks	35		0	35
Max. Marks	50		0	50
Examination Duration (in Hours)	2 Hours		NA	2 Hours

Contents of the Course			
Instructions for Examiner: Nil			
Unit	Topics	CLO(s)	Contact Hours

Suggested Evaluation Methods					
Internal Assessment: 15	TH-15	PR-0	End Term Examination: 35	TH-35	PR-0
Class Participation			Written Examination	NA	NA
Seminar/presentation/assignment/quiz/class test etc.			Lab record	NA	NA
Seminar/Demonstration/Viva-voce/Lab records etc.			Viva-Voce	NA	NA
Mid-Term Exam(s)			Write-up and execution of the practical	NA	NA

Mapping of (CLOs) to Programme Learning Outcomes											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
										0	1